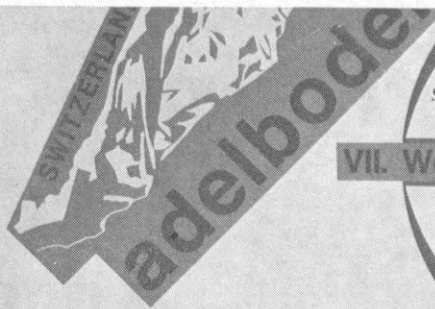


THE DEAF American

THE NATIONAL MAGAZINE FOR ALL THE DEAF

January
1971

50c Per Copy



U. S. A.
DEAF SKI TEAM
Sponsored by the American Athletic
Association of the Deaf

VII. World Winter Games for the Deaf C-I-S-S

VIIth WORLD WINTER GAMES
FOR THE DEAF—ADELBODEN,
SWITZERLAND, JANUARY
25-29, 1971



1971

USA DEAF ALPINE TEAM

WOMEN:



1. PRUDY AINSLIE,
Minnesota



2. BARBARA HAYES,
Washington



*3. TAMMY MARCINEK,
Massachusetts



4. DIANE SIGODA,
New York



5. SUSAN STOKES,
Utah

MEN:



1. GEORGE HAISLEY,
Massachusetts



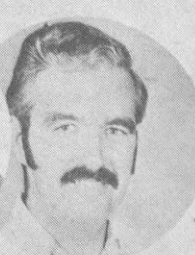
2. JARLATH CROWE,
Massachusetts



3. ROBERT HOLMES,
Washington



4. LARRY OTTEM,
Minnesota



*5. RICHARD ROBERTS,
New York



*6. SCOTT SIGODA,
New York

ALTERNATES:



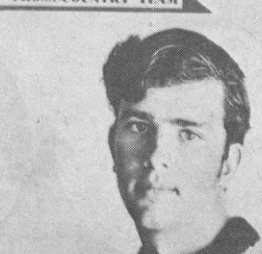
1. RONALD BORNE,
Massachusetts



2. DAN F. MILLER,
New York



WOMAN: SUSAN MOZER,
Connecticut



MAN: ALAN GIFFORD,
Massachusetts

USA DEAF CROSS-COUNTRY TEAM

The Editor's Page

Positive Trends

Two recent developments on the Federal level are definitely positive:

First, last September an Ad Hoc Committee met for two days in Washington, D. C., to discuss programs for the deaf conducted by the Bureau of Education for the Handicapped in the United States Office of Education. The climate was very favorable, and the report of the committee will contain several recommendations for increased participation of deaf leadership in the various undertakings of the BEW. It is highly likely that additional meetings will materialize to evaluate such programs.

Second, this month the National Advisory Committee on Education of the Deaf is meeting in New Orleans with representatives of member organizations of the Council of Organizations Serving the Deaf in an effort to achieve better communication. We hope that a report on this meeting will be made available for the March issue of THE DEAF AMERICAN.

Efforts in Behalf of Senior Deaf Citizens

Increasing concern is being shown for senior deaf citizens (or aged deaf persons) despite lack of concrete plans in their behalf. On September 26, 1970, a pre-planning meeting for a conference on services for aged deaf persons was held in Washington, D. C.

The Deafness Research and Training Center at New York University is taking the lead in setting up a nationwide conference. Dr. James T. Flood, 117 Meadowlark Lane, Columbus, Ohio 43214, is active in efforts to provide much-needed services for the aged deaf.

A report of the pre-planning committee appears in this issue of THE DEAF AMERICAN. In the meantime, readers interested in the problems of the aged deaf might wish to contact Dr. Flood.

Letter to Nanette Fabray

A letter—signed but with no address and thus next to impossible to track down—was received by Nanette Fabray following her recent television appearance in "Never to Hear the Wind." It read:

Miss Fabray

Who the hell told you that you were God?

Your motives must be obvious to everyone who saw your special.

I hope the exposure gave your career a shot in the arm you deserve to benefit from it; after all you paid a terrible price for the exposure—you betrayed everyone of us who are deaf. Now you can live with it.

I was not embared (sic) before but now I will be ashamed to sign in public.

You made a fool of us. (End quote)

The letter was postmarked Los Angeles.

We doubt very much that the letter was written by a responsible **deaf** person, or an address would have been given.

Miss Fabray's career did not need "a shot in the arm."

Miss Fabray did not "betray everyone of us who are deaf."

Anybody who might be ashamed "to sign in public" as a result of Miss Fabray's television appearance was probably too ashamed to sign in public before—if she (the handwriting and signature in the letter were feminine) knew how to sign in the first place.

Miss Fabray has received quite a few letters taking her to task for using signs on various television programs. Most of them are anonymous, but rarely do they purport to come from deaf persons. We think the one above came from a hearing person who is violently opposed to manual communication in any form or under any circumstances but who tried to masquerade as "deaf" in her letter.

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CONTENTS

| | |
|--|----|
| The Editor's Page | 2 |
| Coast-to-Coast Rubella Immunization .. | 3 |
| Total Communication at Maryland School for the Deaf | 5 |
| Humor Among the Deaf | 8 |
| Lawrence Newman: As a Deaf Teacher Sees It | 11 |
| National Deaf Art Conference | 13 |
| Foreign News | 15 |
| The Rationale for Total Communication | 18 |
| News From 'Round the Nation | 23 |
| From a Parent's Point of View | 25 |
| Junior NAD | 26 |
| NAD Section | 29 |
| USA Deaf Skiers—1971 Winter Games .. | 35 |

Coast-To-Coast Immunization Program To Reduce Rubella-Induced Deafness

By ROBERT L. SWAIN, JR., Associate Feature Editor

The vaccination of children from the age of one to puberty against rubella now underway throughout the nation can't compete in the news with the Black Panthers, Women's Liberation or Spiro Agnew's controversial oratory. For the most part, the general public is taking the immunization for granted and the newspapers accordingly shouldn't be blamed for only giving it passing notice. Yet health authorities are anxiously doing all they can to speed up the mass vaccination because an epidemic of rubella or German measles, which threatens pregnant women and their babies, is expected in 1971 unless enough children can be inoculated.

Reflecting that concern was President Nixon's signing into law, on October 21 of this year, a bill authorizing expenditure of \$210 million over the next three years for vaccinating against major communicable diseases of childhood and adolescence, particularly rubella and diphtheria.

The measure authorizes the Secretary of Health, Education, and Welfare to earmark \$60 million for 1970, \$75 million for 1971 and another \$75 million for 1972 to pay for vaccines, personnel and other expenses. The next step is for Congress to appropriate the money.

The news comes at the heels of an announcement in early October by Dr. Jesse Steinfeld, Surgeon General of the United States Public Health Service, of the approval by the Federal government of contracts with two leading pharmaceutical

manufacturing companies for the purchase of 10.5 million doses of the live virus rubella vaccine. One contract to Smith Kline & French Laboratories of Philadelphia, Pennsylvania, was for a maximum of 6.5 million doses of the vaccine, having an estimated value of \$3 million. The second contract, going to Merck & Co. of Rahway, New Jersey, provided for a maximum purchase of 4 million doses with an estimated value of \$2.4 million.

Again, in the same month of October Dr. Saul Krugman of New York University Medical School, in a press briefing at the National Institute of Allergy and Infectious Diseases in Washington, D.C., reported that 19 million doses of the rubella vaccine have been distributed to date and that 17 million doses have been administered to children. He remarked, "giving 19 million doses in one year is extraordinary." The total is bound to soar to an unprecedented peak within the next few months as additional supplies of the vaccine are released by the two pharmaceutical companies and also by the authorizing of over \$200 million by the White House for vaccines against children's major communicable diseases.

About half of the vaccines used so far (prior to the latest purchases) have been bought by the U.S. Government; the other half has come from state governments, medical associations, voluntary health organizations and business and civic communities.

It is too early to determine as to the duration of the protection the live virus rubella vaccine may offer. However, natural infection to the disease or "wild rubella" is believed to confer lifetime immunity.

For a measure of the vaccine's effectiveness, Dr. Krugman said that in February and March of 1971 the states which were well covered by the rubella vaccine program can be compared with those which were not well covered. He explained that a rubella epidemic year shows an increase of the disease beginning in January, reaching a crest in March or April. He indicated that the epidemic which he believes is already here or is around the corner would be "a suppressed rubella epidemic" because of the extensive use of the vaccine.

According to the prevailing consensus of virologists, the mass immunization of children would eliminate within the next few years the danger of having rubella-infected preadolescents mingle within the community and thus expose pregnant women to the disease. As many as 30% of the females in some communities reach childbearing age without having had ru-

bella, thus a relatively high risk of infection during pregnancy exists.

Although highly contagious, rubella or German measles exerts a slight effect in school-age children and often goes undetected except by a medical examination. The virus is usually more severe in adults and poses the greatest threat to women in the first three months of pregnancy with potential damage to the fetus.

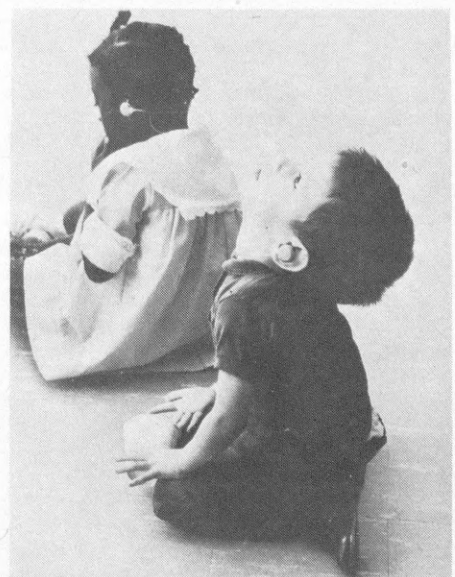
This fact was pointed out by Dr. Virginia Apgar, vice president for medical affairs of the National Foundation—March of Dimes based in New York City. She cited that "infected boys and girls often move normally, exposing everyone around them. When a child with German measles unwittingly infects a pregnant mother, the result may be a major tragedy for her baby."

Confidently, Dr. Apgar added that "With optimal use the new (rubella) vaccine may avert the tragedy of another wave of 'rubella babies' and eradicate German measles as a public health problem within five years."

Like other privately-run health care organizations, the Foundation has cooperated with the Federal government in assuring the success of the nationwide rubella vaccination program. It has conducted a major educational campaign to increase public and professional understanding of the seriousness of rubella and the importance of stamping it out. The Foundation distributed copies of the article, "Rubella: A



Typical of the millions of American children receiving the rubella live virus vaccine is this moppet, shedding protesting tears, as her sleeve is being rolled up by nurse to enable doctor to administer the injection.



Deafness and hearing impairments are among the consequences of rubella infection in pregnant mothers. Here two children are wearing electronic hearing aids to make use of their marginal hearing. They are undergoing treatment at the Child Development Center of the Texas Children's Hospital in Houston, Texas.



A scene reenacted all over the country. In Danbury, Connecticut, children with their mothers wait in line to be inoculated with the rubella live virus vaccine.

Preventable Cause of Birth Defects," by Dr. Louis Z. Cooper, to 145,000 physicians and other medical professionals the day the vaccines were licensed by Washington.

The Foundation reported that thousands of babies born with serious defects including deafness and other hearing impairments after the 1964 rubella epidemic have been cared at more than 100 Birth Defects Centers supported by the annual March of Dimes throughout the country.

On the other hand, some doubt has been cast on the basic premise by which rubella vaccine is being used. The premise is that women of childbearing age can be protected against rubella birth defects not by vaccinating the women themselves, but by inoculating the young children in the population—the main source of community infection.

A recent study by clinical investigators shows that vaccination may not give complete immunity but only to partial resistance to rubella. Nonetheless, they say that doubts of long-range effectiveness should not be allowed to interfere with the current vaccine program, but that there should be more consideration of other possibilities—such as direct vaccination of susceptible women or of adolescents.

The investigators make this comment: "Obviously, a number of medical, social and logistic questions must be answered before either of these procedures can be generally applied in the country, but further attempts to obtain the answers in carefully planned and executed trials seem well worth the effort."

Dr. Apgar would have young women given the rubella live virus vaccine provided they do not become pregnant for at least two months. She maintained, "We simply cannot risk the very real danger of routinely vaccinating women who may have conceived so recently that they do not know they are pregnant. Only women who are not pregnant—and who understand the importance of not becoming pregnant for at least two months

while the vaccine virus remains in the system—should be inoculated."

If adolescents and women of childbearing age are the critical targets, why not vaccinate them directly, the outspoken physician asks. She is eminently qualified to inject the question, for she is the one who originated the Apgar device used in hospitals all over the world to determine the condition of a newborn infant within one minute after delivery.

Other medical people would not have routine immunization of adolescents and young women undertaken but that each case should be considered individually to assure proper precautions.

In Australia, where the relationship between maternal rubella and fetal abnormalities was first discovered in 1941, the case histories of deafened victims of the 1940 epidemic in that country have been followed up to date by the Children's Medical Research Foundation, Royal Alexandra Hospital for Children, in Sydney. Dr. John H. Harley, the Foundation's director, said in an interview last summer with the **Medical Tribune and Medical News**, published in New York City, "that it is not uncommon for rubella deafened children to marry each other as they are often brought up together in schools for the deaf."

Dr. Harley revealed that those deafened by the disease have been helped "to greater or lesser degree" through long medical care and rehabilitation. He grouped the deaf in the less severe of the two groups of rubella victims of the 1940 epidemic. Included with the deaf are those with eye defects and cardiac abnormalities. The second and more severe category has been marked by high mortality in early childhood, plus, which Dr. Harley termed, "an extraordinary premature aging that frequently makes the patients look older than their parents."

The medical Sherlock Holmes who first deduced that rubella was responsible for the appallingly high incidence of birth

defects was Dr. Herman Gregg, an ophthalmologist later knighted by the British Government for his brilliant sleuthing. In the course of his professional practice, he traced the widespread prevalence of cataracts in newborn babies to the 1940 rubella conflagration in Australia.

The United States experienced nationwide rubella epidemics in 1958-59 and 1963-64. Before the 1963-64 flareup, rubella infections in the newborn were an unsuspected source of infection. Many of the infected babies retained the virus after birth, and in this way they infected the nurses and doctors in hospital nurseries. Apparently, the afflicted babies may continue to harbor and excrete the virus for as long as a year after birth.

A vast number of American children with rubella-caused deafness and other hearing impairments are the unfortunate victims of the 1963-64 epidemic which resulted in 50,000 abnormal pregnancies. An aggregate of 247,000 pregnant women came down with the virus, with 82,000 becoming infected during the crucial first three months of pregnancy. Between 8,000 and 30,000 infants were born dead, and between 15,000 and 20,000 were marked for life with birth defects.

Frequently, an afflicted child has more than one defect, sometimes as many as four or five. Latest surveys of "rubella children" disclose that 52% of them have hearing loss; 52% with heart malformations; 40% with cataracts or glaucoma; 24% with severe psychomotor retardation or brain and nerve damage and 44% with less severe psychomotor retardation; 31% with blood disorders.

The surveys make the disclosure that "electronic hearing aids have saved many of the children from a world without sound, but here, too, the benefit has been marginal in most cases."

The deformities of the "rubella children" are known collectively as the "rubella syndrome." In addition to deafness and hearing deficiencies, the syndrome covers: eye defects (cataracts, squint, blindness, glaucoma); congenital heart defects; microcephaly (small head and brain); mental retardation; enlarged liver and spleen; hepatitis; abnormality of long bones; bone marrow disease.

To their everlasting credit, the nation's schools for the deaf, both state and private, have made earnest attempts to enroll within allowable limits children with rubella-induced deafness. This has necessarily meant the spending of funds to expand classrooms and other facilities. Multiply handicapped children receive special training at rehabilitation and medical centers set up for that purpose. The hopeless cases are placed in institutions for custodial care. Government agencies are doing what they can to relieve the enormous pressure imposed on schools and training facilities by making available special funded programs.

If the nationwide immunization drive lives up to the optimistic expectations of the traditionally cautious medical profession, this decade will see rubella or German measles consigned to the list of conquered or partly conquered scourges.

Total Communication At Maryland School For The Deaf

By MARGARET S. KENT, Principal

Maryland School for the Deaf, Frederick, Maryland

Presented at St. Mary's School for the Deaf, Buffalo, New York, October 23, 1970

Obviously the most significant problem in the education of the deaf is that of finding more effective ways of teaching language and communication to very young deaf children. An attempt to face that problem was made on March 13, 1970, when the superintendent of the Maryland School for the Deaf, David M. Denton, stood before an audience made up of representatives from professional organizations as the Conference of Executives of American Schools for the Deaf, the Convention of American Instructors of the Deaf, the Alexander Graham Bell Association, state, Federal, medical and educational agencies concerned with the education of the deaf to announce that the Maryland School had officially adopted Total Communication.⁴

Total communication is the right of every deaf child to learn to use all forms of communication so that he may have the full opportunity to develop language competence at the earliest possible age. This implies introduction to a reliable receptive-expressive symbol system in the preschool years between the ages of one and five. Total communication includes the full spectrum of language modes: child-devised gestures, formal sign language, speech, speechreading, fingerspelling, reading and writing. Every deaf child has the opportunity to develop any remnant of residual hearing for the enhancement of speech and speechreading skills through the use of individual and/or high fidelity group amplification systems.

Learning to communicate starts in the home between the parents and the child. It evolves from primitive gestures and sounds to sophisticated forms of linguistic interaction. The parents of the deaf are not asked to become teachers any more than are the parents of the hearing child. They are encouraged to deal with their deaf child in the normal everyday experiences using a medium of communication understood on both sides.

Dr. Richard G. Brill, superintendent of the California School for the Deaf, Riverside, in a recent paper conceptualized the issue as a common problem confronting all educators of the deaf regardless of the type of school, oral or combined. He referred to the problems of individual differences in deaf children, the effects of relying on speechreading as a receptive channel for learning a new language, the assumption that manual communication inhibits oral skills and emotional problems arising from frustrations to communicate. Dr. Brill stated:

"The evidence seems quite clear that total communication is what is needed for all deaf people from the youngest years to the oldest. Communication is not speech or speech-



RESIDUAL HEARING UTILIZED—In the total communication approach at the Maryland School for the Deaf, every effort is made to utilize residual hearing, as witness this classroom scene on the lower level.

reading alone. It is not vocabulary building or word recognition alone. Communication is the person's ability to use his language for expressing ideas, needs, and feelings. As Meadow¹² points out, a four-year-old hearing child not only has the vocabulary of from two to three thousand words, but in addition he follows the rules of grammar and syntax that enable him to combine these words in many meaningful ways. The typical deaf child of the same age with exclusively oral communication has only a few words at his command and rarely expands these few words into expressions for additional meanings."⁴

Dr. McCay Vernon, professor of psychology at Western Maryland College, and editor of the **American Annals of the Deaf**, in a recent paper on "Myths About the Education of Deaf Children" discussed the myth that sign language negatively affects speech, speechreading, written language and academic achievement. Summarizing research by numerous investigators in the 1960's Dr. Vernon states: "Thirty percent of deaf children leave school at age 16 or older functionally illiterate. Sixty percent leave having achieved at fifth grade level or below and only five percent attain tenth grade level. From the age of 10 years to the age of 16 the average gain in reading on standardized achievement tests is 8 months. At age 16 the mean reading test score of deaf youth is grade 3 and 4."⁴

My own experience in the Maryland School for the Deaf corroborates Dr. Vernon's statements. There is a growing demand for the residential school to accept students who have failed in other educa-

tional programs. Parents, administrators and social workers plead for the admission of children who are eight, nine, ten years of age and older who have not learned to speak nor speechread, read nor write. When we evaluate them for our program we find they are usually profoundly deaf from birth, demonstrating normal intelligence, but having no reliable means of communication. Speech and speechreading skills may have some functional value but are inadequate to sustain language growth. Reading is seldom above a second or third grade level and writing is almost incomprehensible.

Many of these children demonstrate an inhibition or aversion to language which is difficult to overcome. Behavior is characterized by distrust of adults, tantrums, and over-indulgence. Many of the children are wearing hearing aids but rarely are they receiving maximum benefit from amplification. Frequently the hearing aid is in disrepair, outmoded or of inappropriate gain for the severity of the hearing loss.

To plan a realistic program for these children and deaf children in general, is an educational challenge requiring the full resources of our school. It is our view that these children are not suffering from an inability to learn language but rather from the lack of opportunity to learn language. They have not had sufficient language experience in school nor at home to generate their own language rules.

How can this language lag be overcome? The answer is not always readily apparent but many of these children begin to make progress as soon as they acquire an "unambiguous symbol system" to be-

gin to exchange ideas through the give-and-take of conversation. These language retardates probably learn as much language in the dormitory in trying to communicate with other deaf children as they do in the classroom. When we can provide the opportunity for parents to learn to communicate in a meaningful way with their deaf child many of the emotional frustrations in the home begin to disappear and the deaf child becomes truly integrated into the family.

I would like to consider four aspects of deafness which I believe lend further support to the need for total communication. They are etiology, onset, degree of hearing loss and family milieu.

Etiology:

By etiology we are referring to the cause of deafness. The population of a school for the deaf can be divided into two groups—those who are deaf from hereditary causes and those deaf from accident and/or disease. Deafness due to heredity presupposes an intact central nervous system except for a few known genetic syndromes involving the auditory and brain mechanisms. Since it is assumed deafness is transmitted in the genes, learning for most of the hereditarily

deaf children in a school for the deaf would not be expected to be unusually difficult, all other factors being equal, except for the limitations imposed by the hearing impairment.

In the Maryland School for the Deaf we have established that at least one-fourth of our school population is hereditarily deaf, that is, they are deaf children of deaf parents. This relatively large group of familiarly deaf children is due to our proximity to Gallaudet College and the opportunities for employment for the deaf in various United States government agencies in the Washington area. It is readily apparent these children start school at a readiness level superior to all other children in our school. Their use of language is qualitatively and quantitatively advanced. It is not uncommon to find them using complex syntactical language structures and abstract thought by the ages of seven and eight. When academic achievement is plotted on a grid their progress is consistently higher throughout their school careers. Some of them are able to skip the preparatory year at Gallaudet College and enter the freshman class. They often reach this level of achievement at an early age, 15 and 16.

On the other hand deafness due to accident or disease accounts for approximately three-fourths of our school population. The etiology suggests a greater probability of central nervous system involvement in varying degrees. Thus language learning may be complicated by behavioral deviations such as hyperactivity, distractibility and disinhibition. Diversified programs with a wide range of educational goals are needed to meet the varied needs of such a school population.

Onset:

Onset can be divided into three categories on the basis of the time the disability occurred—prenatal, perinatal or postnatal, that is, before birth, at birth or after birth. It is logical to assume the earlier the onset, the more diffuse and therefore more severe the handicap. For example, an accident or disease which attacks the fetus, such as maternal rubella, is apt to have more complications than an illness which occurs in childhood. When the rubella virus strikes during the first trimester of pregnancy, children may be born with heart lesions, eye cataracts, motor disabilities or mental retardation along with a hearing impairment. At the present time one-third of the 124 children of our primary department are rubellas.

Analysis of our entire school population indicates that nine in ten are born deaf in contrast to five in ten thirty years ago. This means most of today's deaf children never had the opportunity to acquire language normally as contrasted to half of the school population of past years with normal language experience before the onset of deafness.

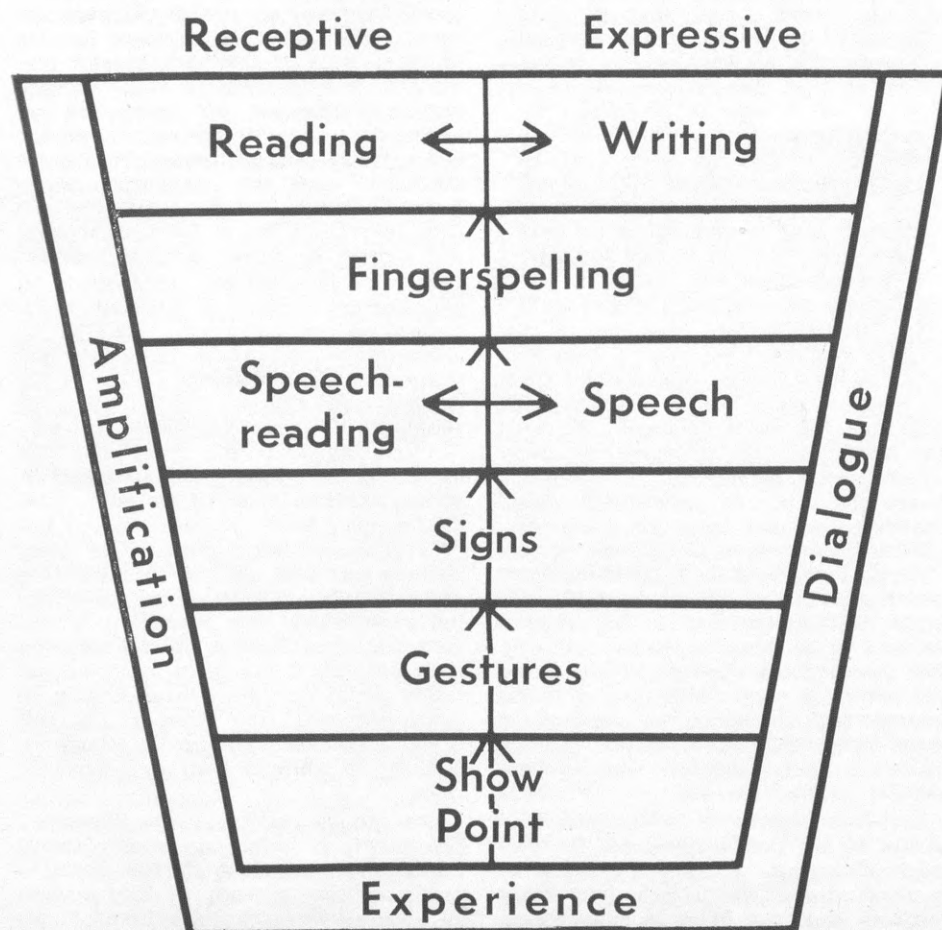
Advances in medicine, specifically the introduction of antibiotics in the treatment of childhood diseases, has greatly reduced the incidence of deafness due to illnesses. On the other hand, medical science has also been responsible for the increase in the survival of many children suffering traumatic birth conditions. Consequently the task of learning language can be expected to be more difficult for nine-tenths of our school population due to early onset.

Degree of Hearing Loss:

When we look at the audiograms of the children in our school we find that three-fourths of the population is profoundly deaf. That is, the average decibel loss across the speech range (500-2000 Hz) is 91 dB plus ISO values. The remaining one-fourth is severely hard of hearing (71-90 dB).

We also find that 80 percent of our students can benefit from the consistent use of individual and/or group hearing aid equipment. For those who are primarily auditorially oriented usually with a range extending out to 3000, 4000 Hz, amplification can be expected to make a significant contribution to aural-oral skills. The children learn to associate auditory clues to enhance speechreading and speech production; however, for the congenitally deaf child with a fragmentary loss, we have found it is unrealistic to expect minimal auditory clues to aid substantially in the development of language. Yet with

Hierarchy of Communication for the Congenitally Deaf Child



consistent visual reinforcement either in the form of signing, fingerspelling or the written language, many of these children improve their speech and speechreading skills. For the segment of our population classified as visually oriented with little or no response to sound, amplification may assist in vowel discrimination, voice quality or in the last analysis serve as environmental contact, as an alerting or safety device. We consider amplification a significant aspect of total communication.

Family Milieu:

We are increasingly aware of the relationship of family milieu to the psychosocial and linguistic development of the deaf child. In this sense the children in our school can be grouped into two main categories, those with deaf parents and those with hearing parents. The advantages enjoyed by the deaf children of deaf parents are readily apparent. These children are psychologically and linguistically advanced when they enter school. Language has been established at a very early age and interpersonal relationships between parent and child are well developed. On the other hand, the deaf children of hearing parents, who make up the larger proportion of our school population, reflect the confusions and stresses of learning to cope with deafness. These children run all the risks of psychological isolation and severe language retardation. Too often on admission to school at four and five they have not learned language in any form despite "preschool."^{6, 17} Progress for these children is usually laboriously slow especially when there is little or no visual language experience in the home. These children grow up grossly under-stimulated and make up the large percentage of underachievers in their terminal school years.

Psycholinguistics:

We are beginning to have a clearer understanding of the process of language acquisition by all children. Informational breakthroughs have been provided by linguists as Brown and Bellugi,³ McNeill,¹⁶ Lenneberg,¹¹ Chomsky,⁴ Tervoort²¹ and Van Uden.²² Writing on "Psycholinguistics and Deafness" Moores¹⁵ states:

"Language learning is not such a passive process as had been assumed. A child learns his language by interacting with it, by actively coping with and manipulating his environment. He does this on the basis of unsystematic, usually unplanned language input. It appears that the child develops his language through a number of successive, increasingly complex stages and it is possible that the structures at the earliest most primitive levels are similar for all children no matter what language their parents speak."

We have attempted to translate in the form of a diagram this concept of language development of the young deaf child with a profound impairment from birth. In the initial interview with parents, we routinely ask how their very young deaf child communicates. The mother tells us

how the child takes her by the hand to show her what she wants or will point to the milk in the refrigerator when he wants a drink. We have labelled this "point and show," indicating the most elementary attempt by the child to ask for something. The resourceful child soon invents some obvious gestures for sleeping, eating or going to bed. When encouraged, many deaf children develop an elaborate gesture system understood within the family. The adult deaf refer to these gestures as "home signs" recognizing that their own deaf children go through this developmental stage, too. It is important to note that the meaning of these signs is clear to the child since they are self-initiated and not superimposed by an adult. For this reason we view individual gesture system as an important manifestation of the ability to symbolize. These primitive gestures evolve naturally into a more formal language of signs when signs are encouraged and used with the child.

The next step is to associate speech and speechreading with signs. When the adult speaks as he signs, the child is soon attempting to say the word along with signs and it is not too long before he can respond to the speechreading in the same manner. This is learning by conditioning, the simplest most effective way of learning. We have noted that the child finds it easier to respond to speechreading after he makes speech attempts. The profoundly deaf child does not have to wait until he is four or five years old for this to occur. The deaf child of deaf parents begins this process at the same age as the hearing child, between the ages of one and two.

This year our four-year-olds of hearing parents were in school only a week when they were telling me in signs and gross mouth movements, "Mother-father-home-bus." A four-year-old of deaf parents was responding in a more sophisticated way to questions as, "What is your name?" He could fingerspell his first name. "How old are you?" He put up four fingers and mouthed "f." Where is Ben?" He signed "school." "Where is Mother and Father?" He signed "home" with a simulated speech response.

It is only after the child has a symbol system he can use that he begins to generate language through experimentation. Language expansion and enrichment need to go on wherever the child happens to be, at home, in school, in the dormitory or on the playground. It is essential that the adults in each of these environments reflect back to the child the language he needs to use. In this context we are involving parents, teachers, houseparents and all staff in improving their communication skills. Manual communication classes are conducted on the school campus, around the state by school personnel through the auspices of the PTCA and through adult education classes in urban school systems.

We feel a great need to document the effects of total communication and to refine the concepts as we understand them

more clearly. In the meantime we are prepared to state:

1. Signs are the easiest means of getting the very young congenitally deaf child to communicate in the true sense of the word, that is, expressing his own ideas. When this happens we see positive changes in behavior, and interpersonal relationships. The deaf child joins the family at home and at school.

2. Signs reinforce speechreading and audition when the adult (teacher, parent, houseparent) signs and talks simultaneously and the child is using amplification adequate for his needs. For the child who cannot benefit from amplification (very few in number) signs reinforce speechreading. Speech for him must be developed purely on a kinesthetic basis; however, language is not negatively tied to his progress in speech.

3. When speech and signs are practiced simultaneously, syntactic structure is more apt to be incorporated. This is usually how the hearing person learns to associate signs with words. The combination of speech and signs provides a syntactical model for the deaf child to imitate both visually and auditorially. When a deaf adult uses speech with signs, he is forced to organize his signing syntactically. Consequently, the deaf practice their oral skills and the hearing practice their manual skills. The result is better communication on both sides.

4. Audition (high gain amplification) reinforces aural-oral skills (speech and speechreading) for many deaf children when it is used consistently and when the equipment is of a quality to reach the hearing impairment. Success in this area is primarily dependent upon auditory feedback or the degree to which the child can hear his own as well as the speech of others.

5. Fingerspelling reinforces reading and writing. Fingerspelling requires a similar level of maturation and background of language experience as reading and writing. Signs provide the "coin of exchange" for transmission of ideas and for the generation of syntax at a very early age.

In the final analysis, it has been the living example of the familiarly deaf children and their deaf parents from whom we have learned the most. They have demonstrated to us patiently and clearly the heights to which our deaf children can aspire. It is our aim to provide this same opportunity for all profoundly deaf children to have total communication from an early age. "Total communication is an all inclusive system and not an arbitrary exclusive method."¹⁴ John Gardner in "No Easy Victories," has said, "America promises that everyone shall have a chance to achieve his full potential, and education is the chief instrument for making good that promise. It is the path to individual fulfillment. Our aim is to make it an avenue broad enough for all to travel."

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Humor

AMONG THE DEAF

By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

I'm being superfluous apparently in adding contention upon contention when El Gaucho (Troy E. Hill) has stated in effect that his was a horse of a different color. Short-lived controversy concerned the short life of the "American Guild of Deaf Pen-Pushers" (proper title).

Jack Ebin, Bronx, N.Y., wrote to state the club was organized in 1934, brainchild of J. Frederick Meagher of Chicago, launched at Sardi's, favorite hangout of newspaper columnists. Ebin sent a photocopy of the cover of the click's organ, headed "Pabulum and Palaver," and showing Meagher's poem, opening with

"Princes of pen and paste-pot,
Knights of the sheaf and shears . . ."

For the rest of this beautiful poem, see the June 1970 DEAF AMERICAN.

Jack and Altor Sedlow did the printing. Sorry, the venture, launched auspiciously, had to die ignored.

Robert Cunningham, Birmingham, Ala., writes:

A friend managed to get standing room at the recent Alabama-Southern California football game in Birmingham, as the game was a sellout, and just as it had started a young coed walked up in front of him and started talking. He gave her the usual "deaf sign" finger to ear and hands spread out, and stuck his thumb to the guy standing next to him, as more likely to help her. The stranger who happened to notice the proceedings probably did not care to be drawn into a conversation and miss part of the game, so he smiled at the deaf man and gave the coed the same signs he had just learned from him. The young lady moved along to the next spectator.

Virgil Owen, Perris, Calif., tells of an incident that occurred many years ago in Los Angeles which tickled the funny bone of a newspaper reporter (likely Matt Weinstock of the defunct L.A. Daily News, who later went to the L.A. Times) who wrote the story in his column. Lou Dyer, famed Los Angeles Club of the Deaf basketball coach, chanced to see the item, cut it out and seeing Virgil at the club showed it to him. Modest Virgil did not bother to save it for his scrapbook if ever he had one.

The incident: Virgil at a bar saw someone displaying a pencil that could write in 10 colors (yes, he said 10 colors). It was a pencil-like gadget where you could inject a color lead, write with it, draw it back in the tube, inject another color lead, and so forth, thus writing in different colors.

Virgil watched for a while, then volunteered the intimation that his own one-

lead pencil could write any color desired. The man of the multi-color pencil bit. He challenged Virgil's statement. He was asked what color was desired. He pointed to an article that was red. Virgil wrote "red."

This is what tickled the reporter, who broadcast the incident in his newspaper column.

In "California Living" magazine, a complement to certain newspapers, Al Stump, in his "The World's Greatest Basketball Player," has Jerry West bemoaning the Lakers' poor luck in player trades, resulting in "Los Angeles remaining without an NBA title, remaining, campaign after crusade, the perennial defeated play-off finalist. But says West, "Employee players are supposed to be deaf and dumb about trades."

These two items came from Casper B. Jacobson, Phoenix, Ariz. First: One of my first jobs was washing pots and pans in the kitchen of a prominent Puget Sound resort. After two days of sweating over the cook's utensils the owner, a prosperous and prominent attorney, came to me and said, "I'm afraid you're too hard of hearing." Tsk, tsk. That ended my pot washing career.

Second: "No Talking" was a sign placed in the mess hall of a logging camp in the mountains near Naches Pass, Wash. I had a summer job there when I attended Gallaudet. In these logging camp mess halls the cook reigns as an absolute monarch. The minute the triangle clanks the burly loggers rush in and dig in . . . fried ham, fried potatoes, fried eggs, flapjacks and more flapjacks sizzling on the flat-top range. I was never in too much of a rush for my share of the sumptuous breakfast. Once when I sat down I reached for a box of cornflakes and proceeded to fill my bowl. What happened? Everybody stopped eating—nothing moved, all eyes were on me. I felt as if I'd broken some unwritten law of the loggers' fraternity. There must have been a tirade of words aimed at me, but I, being deaf, missed it. I had some foreboding thoughts that I was going to be ambushed and pummeled when I stepped outside. It so happened that cornflakes was a breakfast dessert—they ate it last, not first.

Have we got a typical Baron Munchausen in our midst? You be the judge! I received the following epistle from Homer O. Humphrey, Vancouver, Wash.

A SHOT IN TIME GETS NINE
Early October 1970, in company with my grandson and my son-in-law, found

An appreciated gift for
any occasion . . .

The DEAF American

Send your order to the

National Association of the Deaf
905 Bonifant Street
Silver Spring, Maryland 20910

me on a deer-hunting expedition in eastern Oregon. I merely went along on this trip to keep the campfire going and do the cooking.

I had been cautioned to take a gun along as protection from any marauding, hungry wild animals of the area. The boys had been gone from camp about an hour, searching for deer, when suddenly appeared a black bear behind a nearby fallen log.

I took what I felt was a careful aim and fired. The bear reared and fell, but soon I saw that it was up again. Again I aimed and fired, and the routine was repeated every few minutes until I had fired and struck eight times.

I would be less than honest to state that by now I was worried about my ability to shoot straight, and most especially because I was down to my last cartridge. Again "Blackie" was on its feet, and poising my rifle on the crotch of branch and trunk of a tree, I aimed my final shot. Down it fell from a well-placed shot, teeth snarling and blood flowing from its mouth. By now, the boys had time to return to the camp wondering why all the shooting, as they had been able to hear all nine shots. I could only tell them that Blackie must be a bear with nine cat lives.

As customary of a good hunter, we cautiously approached the downed animal, ready to shoot should it arise again. Totally amazed, what should we find other than NINE dead black bears, side by side. We skinned the bears and brought the skins to grace my living room floor and the basement of my son-in-law's home.

ARE WHITE CATS DEAF?

Picked up from The Big Book of Favorite Horse Stories, edited by Sam Savitt. Title: Cristiano, a Horse, by W. H. Hudson.

One of the eyes of the horse in question was a pale blue-gray, almost white—a color sometimes seen in the eyes of a white man, but never in an Indian. The other eye was normal, though of a much lighter brown than usual. Cristiano, however, could see equally well out of both eyes, nor was the blue eye on one side correlated with deafness, as in a white cat. His sense of hearing was quite remarkable.

Ronald Nomeland, Gallaudet, sent me a torn leaf from The Parade of last October containing Robert Deindorfer's "Sunday's Warriors." As the title implies, the article tells of wacky, eccentric antics of some professional football players. The last three paragraphs of the story interest us:

... Coaches have their hangups too. According to television commentator George Ratterman and others who formerly played for him, Cincinnati's gifted and inventive Paul Brown is suspicious of locker room walls being bugged by the opposition.

As part of his pregame ritual, Brown often prescribes the first few plays the team will run. Ingeniously he resorts to

all manner of inaudible subterfuge in briefing his players. He wigwags the code numbers of the plays with his fingers, noiselessly forms them with his lips, chalks them on the blackboard and then quickly erases the evidence.

"He's as nutty as the rest of us," an ex-lineman remarked. "Any outsider who looked in during the pre-game briefing would think that Brown was coaching the School for the Deaf."

Emil Kaczor, Detroit, remarks on our lone turned "r" (see this page's heading) and comes up with Detroit Dental Spectrum's "humor," all overturned. Maybe it's more eye-catching, maybe it's more humorous, but we'll go along with our own device, thank you, as befitting our needs. Emil sees some connection between the foregoing and the episode he relates:

I'm reminded of the New York Yankees who showed up their opponents by coming out with sparklers when a teammate hit a homer—instead of firing a cannon as the opponents did in an earlier inning for their own man hit a four-bagger. Unquote.

Emil sent us an Xerox copy of one page of Kiplinger's Changing Times, which had the following:

Increasingly, books are being recorded on long-play records, for the blind. This is an outgrowth of the great success of rock music on records, for the deaf. (This last part, I don't dig.)

Billy Wales, California School for the Deaf, Riverside, teacher, came in with two clippings taken from the La Mirada, Calif., Lamplighter. One was an account by Dick Hurley, editor, on his impressions of a football game played by the CSDR boys against a hearing team. Excerpts:

You've all watched the antics of some coaches on the sidelines during games, but you haven't lived until you see a coach get mad in sign language.

The team has five cute cheerleaders and they come up with short cheers such as "Fight Team Fight." Though there isn't much of an audience reaction and the team can't hear them, it's great to have them out there doing their thing.

They only have about 20 kids on the team (small high school enrollment) so most of the boys have to play the entire game, offense and defense, and obviously, they have a tough time playing against two-platoon teams.

The opposing coach can holler in plays to his team because the deaf kids can't hear them anyway, and on the other hand, their coach can do his play-calling from the sidelines through sign language which the hearing kids can't understand, so that part sort of balances out.

On that latter point, we got a bang out of CSDR coach Pete Lanzi (former NY Giant player). At one point, his team had a third down and long yardage situation . . . He disgustingly waved his hand at his quarterback with the comment "Kick it." The opposing team heard him

and quickly set back for the kick; however, the punter faked the kick and picked up the long yardage with a run around a surprised defense. Lanzi, in "disgustingly" waving his hand with the comment "Kick it" also simultaneously spelled out "FAKE" as he waved his hand.

The other clipping from Billy Wales:

Charles Comer grumbles about his apartment: "The walls are so thin I can lipread what the neighbors are saying."

The rest of the material here comes from Harry Belsky, New York—in fact we have enough tales from him to give him a whole page next issue, which we think we will:

Bernard Baruch walked into a classy restaurant with two men in sweat shirts. When the owner protested, Mr. Baruch explained, I can't help it. I bought a hearing aid, and the union makes me carry two electricians.—Encyclopedia of Humor

WHY WOMEN TALK SO MUCH

When God made Adam and Eve, Eve was plumb dumb. So Adam said to God, "God, this here woman is dumb as they make 'em. She can't talk none. I can't get no pleasure out of bein' with her, 'cause she got no tongue."

Just then a rabbit come hoppin by. God reached down and snatched off the rabbit's tail and stuck it in Eve's mouth. The hair on the tail made her spit, and ever since then women been waggin their tongues trying to spit the hair out.—American Anecdotes

1971 Leadership Training Program Includes Nine Deaf Students

Rehabilitation Services Administration, Social and Rehabilitation Services, Department of Health, Education and Welfare, has awarded 15 fellowships to the following students who are participants in the 1971 Class of the Leadership Training Program in the Area of the Deaf at San Fernando Valley State College, Northridge, Calif. Their names and addresses follow:

Robert D. Anderson, Glendale, Calif.
Robert W. Baker, Lisle, Ill.
Kelly W. Boesen, Indianapolis, Ind.
Lil E. Browning, Fort Worth, Texas.
*Edward E. Corbett, Jr., Baton Rouge, La.
Richard Gayes, Frederick, Md.
Louis R. Jacobs, Philadelphia, Pa.
*Emil S. Ladner, Berkeley, Calif.
Sandra Gaye Lunestad, St. Augustine, Fla.
Barbara Lee Merten, San Ramon, Calif.
*Lucille V. Miller, Northridge, Calif.
Elia G. Nickoloff, Bismarck, N.D.
*Linwood D. Smith, Morganton, N.C.
Raymond J. St. Aubin, Park Forest, Ill.
John A. White, Provo, Utah.
(*Nine of the above awards have been made to deaf students.)

Temple Beth Solomon Celebrates Tenth Year



BANQUET OF TEMPLE BETH SOLOMON—Left: Joyce Groode, interpreter, and David Balacaier, chairman. Gerald Burstein, master of ceremonies in the background. Mrs. Groode is the daughter of deaf parents, Mr. and Mrs. Irving Linden. Right: Scroll being presented to the Yawitt sisters in memory of their mother, Pauline, who left a generous bequest to Temple Beth Solomon. From left: Miss Marcella Yawitt, Miss Gertrude Yawitt, Alvin A. Klugman, Temple president.



Gerald Burstein, master of ceremonies at the 10th anniversary banquet of Temple Beth Solomon, wowed both hearing and deaf alike with hilarious jokes. Mr. Burstein is media specialist at the California School for the Deaf, Riverside.

Temple Beth Solomon of the Deaf of Los Angeles, California, marked its first decade at a dinner dance held at the Sportsmen's Lodge in North Hollywood on November 7, 1970. Paying tribute to the many people who have, since June 1960, made the congregation possible, the temple observed the occasion with a memorable evening of good food, good fellowship and enjoyable entertainment.

The temple's appreciation was expressed to the honorary chairmen, members of the Reform movement and the Union of American Hebrew Congregations, who made the establishment of Temple Beth Solomon possible and who have continued to help and encourage the congregation in every way: Rabbis Edgar F. Magnin, Solomon F. Kleinman, Alfred Gottschalk, Erwin L. Herman and Mr. David L. Caplan. Other honored guests were Mrs. Louis F. Winer, Mrs. Harry Zucker, Mr. Robert Arkush and Mr. Sam Brand, all friends and faithful supporters of Temple Beth Solomon.

Master of ceremonies for the evening's entertainment was Gerald Burstein, well known among the deaf not only for his teaching abilities but for his rare sense of humor. With the aid of interpreter Joyce Groode, Mr. Burstein's jokes and quips were greeted with laughs and guffaws by hearing and deaf alike. Guests danced to a live band. Three excellent professional acts brought the evening to a successful close.

David W. Balacaier, the temple's first president, was chairman of the banquet, with Myron Goldman serving as co-chairmen. Other members of the committee: Gloria Webster, Lois Bowden, Gertrude Yawitt, Vera Berzon, Beatrice Glenn, Anna Verburg, Alvin Klugman, Marjorie Klugman, Jean Greenberg and Sherwin Podolsky.

Serving as hostesses: Gloria Balacaier, Helen Udkovich, Nettie Kishineff, Becky Grossman, June Haber, Barbara Goldman, Rachelle Friedman, Esther Aheroni, Elsa Colick, Harriet Fortus, Adele Podolsky. Joyce Groode, Sharon Neuman and Virginia Hughes were interpreters.



Plaque being awarded in honor of members of Temple Beth Solomon who have done continuous and outstanding work for the past 10 years. Left to right: Mrs. Joyce Groode; David W. Balacaier, first temple president; Miss Gertrude Yawitt; Miss Jean Greenberg; Irving Linden; Mrs. Harry Zucker; Rabbi Solomon F. Kleinman, who presented the award and for whom the temple is named; Alvin A. Klugman, president of the temple; Mrs. Sherwin Podolsky; Mrs. Abraham Grossman; Mrs. Alvin Klugman.

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The following talk was given at the 12th annual convention of the California Association of Parents of Deaf and Hard of Hearing Children at the Airport Marina Hotel, Los Angeles, November 7, 1970:

Because of the communication factor, the experiences we deaf people have as we go about our daily living are unique. A simple visit to the doctor's office becomes an adventure as the receptionist, after having been told we are deaf, fails to notify us when our names are called. If there are special instructions, change of plans or helpful information over loud-speakers when we travel they remain unheard. Often we are unable to take advantage of opportunities. For example, if someone comes up to us and talks we never can be sure if they are asking for directions or propositioning us.

My own experiences are unique, indeed, but not atypical of deaf people. For example, I order a dry martini and get a gin tonic. The waitress asks me if I want coffee. "No, thank you," I say and she goes ahead and pours it in my cup. I pass the cup to the person seated across from me, who really wants coffee, and try again. This time I do not open my mouth but point to the Sanka packet the lady next to me has. Graciously, I am given a pot of boiling water and—and—tea.

The way we describe things that happen to us and that arouse feelings in us are unique. They spring from a lifetime on the battlefield of deafness. A good example would be the following lines written by a deaf man, Mr. Felix Kowalewski, who is also a talented artist:

I remember you most as I waltzed
with you to the unheard strains of an
Old World air; for all I heard was
the music of the light
that played
upon your hair . . .

A hearing person would not, for instance, write "all I heard was the music of the light that played upon your hair . . ."

I was asked to speak on deaf teachers. I stand before you today with over 20 years of experience in teaching deaf students whose ages usually ranged from 15 to 20, the high school age level. Because of that I, and other deaf high school teachers, are in a good vantage point to see and study the end results of students who have attended various school programs with differing philosophies and methodologies. I have also had a lot of experience associating with deaf adults and this is significant in the framework of my talk because my thoughts and feelings are not likely to be the same as those of a teacher who teaches younger children, an administrator remote from the line of battle or parents who have a single, growing deaf child.

For an in-depth analysis of us deaf teachers I would like to refer you to Dr. McCay Vernon's article, "The Role of Deaf Teachers in the Education of Deaf

Children," in the July-August 1970 issue of DEAF AMERICAN. Here, I will concentrate on presenting a few of my feelings, thoughts and experiences as a deaf teacher striving to fulfill some of the needs of the individual deaf student.

Deaf students have the same emotional needs as anyone else. Surely, it is difficult for a person to grow spiritually and intellectually if his emotional needs are ignored. Is not a child signalling that there is something wrong when he throws a temper tantrum? The walls of deafness choke him when he cannot tell you he wants soda pop instead of milk. How can you tell him it is dangerous to play in the street or that he will get his candy as a reward for eating his vegetables? You are told to be patient and the temper tantrums will go away and he will talk when he is older. If this does not come to pass you are then told that there is something wrong with him and that he is not trainable.

Is it not significant that almost every psychologist and psychiatrist involved in the field of deafness has not spoken out against the use of manual communication? Whether one likes it or not, whether it is forbidden or not, it is a fact of life that the majority of the deaf talk with their hands and their hands often express their emotional needs. Some foreign language phrases simply cannot be translated into English. They have a nativeness, a colorfulness, a charisma all their own. A lifetime of deafness has given us teachers access to and an understanding of the communication vernacular of the deaf in its various forms. Having gone through similar experiences we can practically read their minds and anticipate their needs. Often we can look into their eyes and know they are troubled.

Frightened, they will come to us and ask, "What is a wet dream?" Being deaf and black can be a double handicap for this person is twice placed in a minority group. Emotional scars can be forestalled by a teacher fully familiar with communicating hands that dart back and forth full of sly remarks.

Inattentiveness among the deaf in the classroom is a common occurrence. If a student discusses something or goes to the board he will find his classmates not paying attention unless checked by the teacher. Students have the knack for looking at you with their eyes while their minds are in Xanadu.

It is said that more muscles are called into play when one has to learn by sight than by hearing. Sound seems to register better in the brain than do things visual. Habits of inattentiveness among deaf students become understandable in light of the fact that they have spent years nodding

their heads without really understanding what others were saying. They have spent years in classrooms where communication was mostly one way—from teacher to student. They have spent years in classrooms that were based largely on procedures of imitation and repetition instead of on mind challenging tasks and in an environment that nurtured creative impulses.

Deaf teachers do not discuss deafness vicariously but from direct experience. We are able to recreate scenes that actually occurred when we sought employment, when we pursued graduate work, when a salesman came into our homes. Not only are we able to bring into the classroom the world a deaf person faces but we teach students to laugh at themselves, to develop a perspective and sense of reality about deafness. The deaf teacher brings the human element not only to the deaf student who can identify with him or her and have a better self-image but to colleagues, teacher trainees, administrators and parents who need more than book learning to understand that deafness is more of an educational than a physical handicap.

We are able to say and do things that will not have the same effect coming from a hearing teacher. For example, when one student was not paying attention while her classmate was discussing decimal fractions I asked, "Did you hear what she said?" The word "hear" coming from a deaf person such as myself who should know better had an ironic and telling effect on the class. If students indulged in self-pity I told them let's make a sign with the words "I am deaf" and I'll give you a cup and you can go out and beg. If this came from a hearing person their response might be "What the hell do you know about our problems? . . ."

A newspaper account of the funeral for four slain members of a family mentioned that in his sermon the preacher told the mourners: "If this age, this 1970, has one catchword, it is hostility."

Apparently, we deaf teachers have not escaped the winds of hostility. Without studying the whole thing in depth some parents took issue with the wording in the state rules and regulations concerning teachers of exceptional children that permitted deaf teachers to take substitute courses. Also, after two deaf teachers who are now administrators filed for renewal of their state credential they were suddenly told that their case would be under review because their hearing loss is greater than permitted.

When my students were told that some parents do not want deaf teachers, a look of disbelief swept over their faces. "But," one student said, "deaf teachers always make things so clear. They always describe things so well. We always learn more from deaf teachers." When I told them it might not be easy to convince some parents, one girl begged me to let her come and talk to them.

In case I am misunderstood, I would like to add here that there are lousy deaf teachers and excellent hearing teachers. Hearing teachers, however, are not

in a minority group and do not feel the need to extol their advantages.

I should not be here defending deaf teachers. I should be singing their praises—the way they patiently accept and try to teach the slow and multiply handicapped deaf. I wish there were time to tell you of the many small things they do for your deaf children, the devotion they have shown, their attempts to help parents and hearing teachers communicate better with deaf children, the work they keep on doing long after the bell has rung. You will find them thick in extracurricular activities, such as scout work, dramatics, sports activities, various aspects of guidance. They are often acting as parent-substitutes because many deaf students are unable to satisfy their emotional needs at home due to the communication factor.

Although none of us is satisfied with the educational status of the deaf, especially their ability to read and write, the fact remains that more deaf students from California are attending college than any other state. The two California state schools which have the most deaf teachers in the state have consistently ranked on or near the top in achievement test scores on a nationwide basis. Apparently, however, some persons have decided to ignore our achievements and our value and to focus, instead, on our shortcomings.

To some parents and educators, deaf teachers seem to be synonymous with manualism. Nothing could be further from the truth. We desire for our deaf people to speak and speechread as much, if not more, than the most ardent oralist. The difference is that our experience has been hammered on the anvils of reality. To us, a real good education for our deaf people takes precedence over anything else. It has top priority because we know of the shame and frustration even a deaf college graduate feels when he cannot write a grammatically correct letter. Your deaf children are so nice, smart and lovable that it makes us feel frustrated when by the age of 18 or 19 we see so much potential that has remained undeveloped. Ask your own deaf child to write down a few original sentences and you will get a glimpse of the great language gap that exists. We also know that among the deaf there are pathetically few who can really read, who can substitute poetry for music.

Thus, to us deaf teachers, it becomes a question of priorities. All the speech and speechreading skills in the world will not help if deaf students are unable to read and write, to think and reason. We question the use of only one method of communication because it implies that in a school full of bustling, energetic, eager prelingual or postlingual deaf children they are all alike. It implies that the slow, the quick, the multiply handicapped, the profoundly deaf and the hard of hearing are all alike.

We feel that a classroom utilizing total communication can be more oral than any pure oral program. Children can develop vocabulary and language in the shortest time possible in order to recognize them on the lips and in order to

have something to say. They instantly see what word they missed on the lips and exactly how they mispronounced a word. In this context, let us graduate from the "Show me a ball," "Jump, jump" syndrome and think in terms of a nearly uniliterable sentence such as "Scandinavia is a continent of fjords."

I would like to mention here the tendency to arrive at erroneous conclusions when one school is compared to another. A school that permits children to talk with their hands on the playground or in the classroom when they are past their prime learning years is called a manual school. This school usually has the finest auditory equipment and most of the teachers have been trained in oral methods. Also, since few parents have ever learned manual communication, most deaf children have moved in an oral atmosphere during the most critical part of their learning years. When parents learn to use total communication with their deaf babies, when teachers are thoroughly trained in total communication and when a school begins to use it during preschool years then we are ready to be compared with any pure oral school.

The black man is conscious of racial tension.

The deaf person is conscious of communication tension.

It should be realized that communication on a one-to-one basis, such as between parent and deaf child, and communication in the classroom are two horses of a different color. So is communication in the sheltering cocoon of home and school and that of the world outside. Baby, it can be cold outside. A teenager said to me: "Mister, I cannot understand you. You talk funny." Long ago I learned to roll with the punches and to accept my deafness and all that it implies.

Parents should carefully make note of all the communication swirling around and what kind and how much of it their deaf child gets. This fact should be pondered carefully: other than because of nuptial delights, it is the communication factor that drives around 90% of the deaf to marry each other.

Is it not strange that only one or two research papers have been done on how much can actually be speechread? Why has no one bothered to measure speech progress and to what extent it has been functional for deaf students? I think that one of the most significant research papers to appear is Dr. Richard Brill's "The Superior I.Q.'s of Deaf Children of Deaf Parents." It documents what is self-evident if one bothers to visit in the homes of deaf children of deaf parents. More extensive research on this aspect, in case anyone questions its validity, will prove Dr. Brill's paper to be conservative.

Do you honestly believe that a deaf person will be able to speechread an employer explaining the intricacies of running a \$100,000 machine? Yet the cry is out that in order to get along in a hearing world one must be 100% oral. What irony! Hearing students need not go to

school. In a speaking and hearing population, blacks and whites, parents and young, students and faculties have time and again demonstrated the lack of communication. Should we not educate the deaf so that they will have the ability to read directions, to be resourceful and imaginative, to adapt themselves to a polluted, divisive and irrational world that periodically indulges in wars? It is too, too easy for one who is not in the eye of the storm to make ecclesiastical statements. To put it all in capsule form, what emotional trauma does a black man go through as he tries to pass himself off in a white society?

Manual communication, like the Jewish religion, has survived in spite of attempts to eradicate it. I am hopeful that our "mideast war" will fade away as more parents and educators come to see its usefulness and flexibility.

The area of deafness is a complex field. Too many parents have not been in a position to make wise choices and decisions because they have not been fully informed. And when they become more informed, it is usually too late. Then a new group of parents comes along and the whole cycle repeats itself. Rubbing elbows with us Chicanos, I mean us deaf people, would be one way to bridge the reality gap and secure an insight into our problems. Asking a deaf parent or two to serve on the CAP Board of Directors would be a positive move.

There is much we can do together to make our deaf people happy, productive citizens. One example would be to try and open up post office positions for them.

Your deaf children are too young and inexperienced to tell you much but be assured that we deaf teachers will remain, in the words of a deaf colleague of mine, "the conscience in the profession of education of the deaf."

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8

National Deaf Art Conference Scheduled

By SALLYPAT DOW

NATIONAL DEAF ART CONFERENCE
... In response to a feeling that there is a great need for new insights into art education for the deaf, for renewed co-operation among professionals and members of the community and for the sharing of ideas, the Junior Arts Center of Los Angeles is planning to sponsor a national conference on art for the deaf in the spring of 1971.

Because the education of the deaf requires such rigorous and time-consuming effort on the academics, the creative arts are often relegated to a minor position of importance and emphasis and are often structured courses with little creative content. It is our feeling that a strong creative arts program in the schools and communities is vital, not only because of the resulting emotional release and expressive outlet provided, but that such programs, if they are innovative and exciting, can become a basis for linguistic motivation and expression, and the development of a more perceptive, whole and happy person. The frequent difficulty of communicating abstract perceptions and ideation is so much more easily approached when such feelings can be translated into a creative work, and thus a meaningful basis for transition from idea into language has been formed. Within the realm of the creative arts, the deaf, in most cases, compete equally with the hearing, and this has important implications for vocational opportunities as well as the self-confidence and pleasure gained from doing something well. But we would hope to see an expansion of art experience for the deaf and a greater willingness to experiment with some of the newer trends in creative expression.

We want to bring our thinking together, examine differing points of view, learn what is being done and planned in other parts of the country, involve and excite the hearing community, and perhaps from this conference will grow a valuable new direction in the education of the deaf and hard of hearing.

Abigail Brown, coordinator of the Deaf Art Conference, wants to share some of her thoughts for the conference and will look forward to having suggestions from you:

1. An exhibit of art from deaf programs to take place during the conference.
2. Films that define deaf education. Films that suggest some new ideas for artistic expression.
3. Group discussions to ascertain what forms of art experience for the deaf exist now and to gather suggestions for the creation of change—change of concept—change of content.
4. A presentation of visually symbolic communication utilizing the language of primitive man, of the American Indian, the Chinese, the Hawaiian and the computers and relating this to the possibility

of a symbolic system that might directly accompany signs, following language syntax, and forming a basis for easy transition into written language.

5. Participation by people in various phases of art education, elementary, secondary and college, from administrators and psychologists. Presentations by outstanding deaf and hearing creative artists.

6. A workshop to discuss the possibilities of inter-departmental work, e.g., combining the art, drama, dance and rhythm departments for special programs, exchanges with hearing schools and suggestions for ways of involving the community.

7. A presentation of ideas for creativity in the home—the home as an art—the creative business of living. Information of this kind could be well integrated into home economics and family living courses. There is a higher incidence of maladjustment among the deaf than among the hearing and the schools must take the responsibility for helping our students to achieve greater self-awareness and confidence and develop a fuller capacity for the joy of living.

8. The aesthetics of manual communication, the cultural roots of many of the signs, the breadth of nuances and dramatic expression, the grace and beauty of this language endow the deaf with a rich heritage and offer the hearing a challenge to experience a common understanding. Means of enabling such exchange and growth of communication between the deaf and hearing need to be explored.

9. A report stating results of the conference to be distributed to all state schools and major districts.

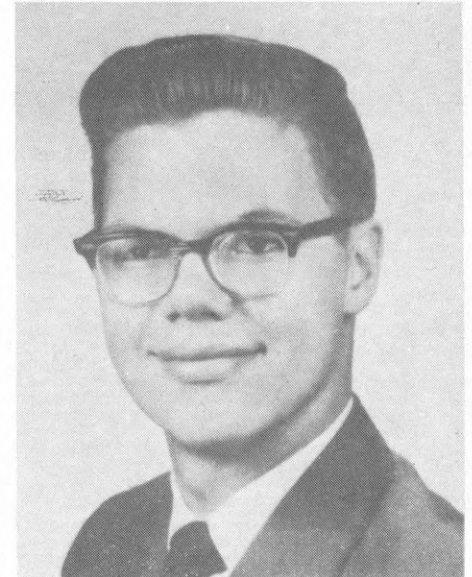
As additional ideas come in from around the country, there will be further developments and alterations. "The thrust of information from such a conference could



Winchell Moore

and should have implications for nearly every phase of education for the hearing handicapped. Creative expression is a natural avenue of communication, and we believe there is much we can learn from each other."

For further information please write to Abigail Brown, Coordinator, Deaf Art Conference, care of Department of Municipal Arts, Room 1500, City Hall, Los Angeles, California 90012.



Leslie Peterson

1970 Golden Naddy Winners

This month we want to introduce to you some of our Golden Naddy winners:

WINCHELL M. MOORE of Peterboro, New Hampshire, was the Golden Naddy winner in the personal hobbies tournament. His entry was a sterling silver engraving of a rose silver pin in the shape of a fish skeleton still slightly "meated." Says Winchell, "Winning first place in the personal hobbies section of the NAD Cultural Tournament last summer surely pleased me. Naturally I am proud to accept the lovely trophy. I am proud to be deaf. I feel that developing any kind of hobby is of importance to all deaf people and that good hobbies are the keys to developing interest in their future jobs, which in turn makes for a good life."

Winchell, who is a 1962 graduate of Gallaudet College, graduated from Parkland High School, Allentown, Pennsylvania, attended the Philadelphia Museum College of Fine Arts for two years and then graduated in 1957 from the Rochester Institute of Technology in School for American Craftsmen. He worked as a silversmith in Ann Arbor, Michigan, for one year before returning to college to learn more about art education for deaf people. Prior to coming to New Hampshire in 1964 Winchell taught two years at the Wisconsin School for the Deaf. He is now a teacher at the Crotched Mountain School for the Deaf in Greenfield and resides with his wife, Ruth, and their two children in Peterboro. Winchell also teaches hearing adults in jewelry and enameling at the Sharon (N.H.) Art Center and in his spare time does silversmithing work.

LESLIE PETERSON, who was born June 13, 1943, in Billings, Montana, emerged as a two-time winner of the Golden Naddy at the 1970 NAD Convention in Minneapolis. His beautifully delivered story of the "Life of Christ" won him the Golden Naddy trophy in the Bible story presentation. His knowledge of the Bible won him the golden trophy in the Bible quiz tournament.

Leslie became deaf from an unknown cause at age 1½ years. He entered the Montana School for the Deaf and Blind in Great Falls, Montana, in 1949, graduating in 1962. In September of 1962 Leslie entered the Central Bible College School for the Deaf in Springfield,



Robert Anderson

Missouri, where a special class for the deaf was formed. He graduated in May 1964. Establishing a church for the deaf upon returning to Montana did not bear fruit so he entered the St. Cloud Area Vocational Technical School in Minnesota in September 1966, graduating in May 1968. He was the only deaf person enrolled. Leslie also attended the North Central Bible College in Minneapolis in 1969. Leslie's father and two brothers are pastors.

ROBERT R. ANDERSON—Bob was the Golden Naddy winner in the national photography contest. He resides with his wife, Sharon, and three children Jerry, Jenny and Jimmy at 615 Sandusky Street, Jacksonville, Illinois. Bob has a M.S. in administration and supervision from San Fernando Valley State College, Northridge, California; a M.A. in education from MacMurray College, Jacksonville, and a B.S. in mathematics, science and education from Gallaudet College. He is presently supervisor of the vocational department at the Illinois School for the Deaf. Prior to that he coached and taught two years at Central New York School for the Deaf at Rome; two years at the South Dakota School for the Deaf, Sioux Falls; and he taught for 12 years at the Illinois School for the Deaf.

Bob is also very active in the deaf community. He is first vice president of the Illinois Association of the Deaf (1968-73); he has served as chairman of the Television Committee (1968-present); and was director of the Illinois Cultural Program 1968-70. He is on the board of the Illinois Teachers of the Hearing Impaired; a member of the NFSD Division No. 88; he has been president for two terms of the Local 919 Illinois Federation of Teachers and is a member of the Convention of American Instructors of the Deaf.

Bob's hobbies include fishing, camping, the outdoors, photography and people.

CLARHELEN STIARWALT—Clarhelen was a silver medallion winner in the national dress-making contest. A native of Minnesota, Clarhelen was deafened at age ten. She completed the eighth grade in a public school and later went on to graduate from the Minnesota School for the Deaf and Gallaudet College. Clarhelen says that it was through her mother that she developed an early interest in all kinds of needlework together with a desire to learn to do things well. She says, "Needlework is still my major leisure time activity with gardening, flowers especially, added in summer." Clarhelen, who is at present a farm homemaker pinchhitting occasionally on the tractor, taught eight years as a classroom teacher at the Illinois School for the Deaf. For five years she was a 4-H co-leader and still lends a helping hand with clothing projects occasionally. A member of the Home-maker's Extension under the University of Illinois extension service, Clarhelen says this and extensive reading help her to keep up to date on new materials and methods. Clarhelen is also a member of the District Hospital Auxiliary and in her busy life managed to serve seven years as chairman of their local branch in Good Hope, Illinois, where she now resides.

Enough Of Imitations . . .

By Louie J. Fant, Jr.

I suppose one should never attempt to write rationally while under the influence of strong passion. One runs a danger of saying too much and often failing altogether to say what one intended to say. Nevertheless, I write and hope to keep my emotions under control sufficiently to make myself understood.

Education of deaf children is in a bad way, which is news only to the most insensitive. As is true with all minority groups, deaf people have shared in the injustices reserved for those who do not fit the majority pattern because of the color of their skin, their religion (or lack of it), their speech patterns or their language. My dear friend, McCay Vernon, has been opening our eyes to one of the basic causes for the indignities to which deaf people, and particularly deaf children, are being submitted. It is the same cause that has persisted in all the other minority groups: lack of power to shape their own destiny.

We see in our society much turmoil today among Blacks and Chicanos in their struggle to wrest the reins of power from the dominant White culture. Slowly, almost imperceptibly slow, they are gaining a foothold. Dr. Vernon is arousing our deaf people to assert themselves similarly. I support wholeheartedly his efforts, for responsible, competent deaf people must have, not just a mere voice, but the final veto of planning the course of their lives.

It is not my intention here to parrot Dr. Vernon, and merely applaud his efforts. He is far too fine a human being, much too eloquent to need me, or anyone else, to defend him. Instead, I address myself to another area where the dominant hearing culture has suppressed deaf people, and that is in the matter of languages, English and the language of signs.

I feel we can learn a great deal by looking at the struggle of the Chicano minority, because we share with them a linguistic problem. Philip D. Ortega, a teacher at the University of Texas at El Paso, writes of the "linguistic imperialism" of the Anglo culture:

"In many states English is prescribed by law as the official language of instruction. Mexican American students are expressly forbidden to speak Spanish except in Spanish classes . . . The rationale behind the 'No Spanish' rule is that by speaking English the students will learn English."

Mr. Ortega then quotes Harold Howe, former U. S. Commissioner of Education:

"It is time we stop wasting (our linguistic resources) and instead enable youngsters to move back and forth from one language to another without any sense of difficulty or strangeness." ("Montezuma's Children," *The Center Magazine*, Vol. III, Number 6, Nov.-Dec., 1970, pp. 23-31,

a publication of the Center for the Study of Democratic Institutions)

The picture is changing. Here in Los Angeles it is becoming the rule to place Chicano teachers with Chicano children, and Spanish may be used. Chicanos are being given a few more opportunities to participate in the decisions that affect them, though still not enough.

The language of signs has been banned from the schoolroom for too long for most of us to remember. At best, it has been allowed to enter the upper grades, a useless gesture in most cases for it is too late then to be of maximum use in teaching English.

For too long now we have trumpeted how difficult it is for the deaf child to learn language. We have shouted about how the acquisition of language is the deaf child's greatest problem. This is not true. The deaf child's problem is learning English, not language. Deaf children have a language; it just does not happen to be English. In our frantic dash to teach reading and writing, we have totally ignored the difference in teaching language as opposed to teaching English. There is a subtle and vital difference.

The language of signs is a language, legitimate and respectable. It is not bastardized, distorted or watered-down English; it is a language all its own. Stokoe and his colleagues have ably demonstrated that the language of signs qualifies linguistically. It lacks only two elements common to most other languages: 1) a facile symbolic system for writing it down and 2) a name. Both of these are not critical elements and can be remedied (as Stokoe has shown, though his symbolic system is not facile to me). For the later, I suggest, for openers, Ameslan was a way to refer to the American sign language. (It adapts easily for other nationalities, i.e., Brislan, Freslan, Russlan, etc.) Few things lend an aura of respectability as does a good name.

Deaf people have been made to feel ashamed of their language. They have been led to believe that Ameslan will deform their English. They have come to accept too often the myth that to live in a hearing world, they must master English. Nonsense. I know scholars from other lands who earned their Ph.D.'s in the United States whose speech is almost incomprehensible. They make all sorts of grammatical errors. Where is the sin in that? Could not any of us name readily deaf people we have known who have made it quite well in the hearing world with only an elementary grasp of English? Few people master a foreign language so that they manipulate it as does a native. Why insist that a deaf person do what most of us cannot do?

There are more important things to do in life than worry about grammatical errors in writing a foreign language (and

English is not native to a deaf child). There are many other ways to compensate for linguistic deficiencies. One way I consider to be most important is to develop self-respect. Deaf people who respect themselves, have a healthy self-image rarely fail to make their way in our society. To develop this, we must make the deaf child proud of what he is, and what he can do. We must focus on his assets, not his liabilities. We must stop attacking his language and begin using it to help him learn English. There is no quicker way to destroy a human being than to deny him the validity of his language.

It saddens me to see deaf people who have mastered English take an embarrassed attitude toward Ameslan. Like the Black and the Chicano who manages to rise above his circumstances, the deaf person is ashamed to look back at his origins. Too often our deaf intellectual community looks upon Ameslan patronizingly, and wish it would metamorphosize into something a little more respectable, like English.

Even the National Association of the Deaf apparently condones the teaching of language of signs so that it is "... fingerspelling and signs in the proper sequence of the English language." (A Report of the Institute for the Preparation of Teachers of Manual Communication and Structuring Programs for the Deaf in Adult Education, held at San Fernando Valley State College, June 30-August 8, 1969, p. 13). This certainly is not Ameslan, this is a derivative language of signs containing elements of Ameslan and English. Why is it I hear so many hearing students learning to sign remark that too many deaf people do not understand them? Mostly, I submit, it is because they are not taught Ameslan, but a derivative language of signs.

I have no quarrel with creating a derivative language of signs for the purpose of teaching English to deaf children. In truth, I believe there is merit in it. My opposition is the attempt to displace Ameslan with these derivative languages of signs (and there is more than one).

A hearing person should learn Ameslan first, then move on to derivatives. Ameslan can be understood by nearly all deaf people, but a derivative language of signs can be understood only by those we usually call "above average or high verbal" deaf people, meaning those with a good command of English.

There exists today much chaos in the teaching of manual communication. Most of this is due to the confusion of Ameslan with derivative language of signs. Students who have had more than one teacher get hopelessly confused when they see two different ways to sign the same idea. We must clarify what we are doing. We need to teach Ameslan first, since it is the fundamental source for the derivatives, then move on (not **up**, if you please, just **on**) to derivative language of signs.

There have been efforts to standardize signs. Ameslan is standard; only a few localisms exist and they are like dialects. Dialects do not impede comprehension to the native user of a language. What people really mean when they talk about standardizing signs are the derivative signs. I support efforts to standardize derivative signs; I am puzzled and depressed about efforts to standardize Ameslan.

I believe that if Ameslan were taught to parents and preschool deaf children as the quickest and easiest way to get free flowing communication started, we would have taken the first giant step toward making that deaf child a whole, unique human being. We would be saying to that deaf child, in effect: "Here is something very much your own. It is beautiful. It is special. Be proud of it. Never be ashamed of your difference from others. Do not try to be like a hearing person. Accept your difference and show the

world how that difference has not prevented you from becoming a whole person." I do not advocate flaunting the difference, but never should we try to hide it.

There is too much effort in our schools to make hearing people out of deaf people, and all we end up with are cheap imitations. How can we expect deaf children to become independent, stable, industrious, ambitious if we keep telling them they must not be deaf? This is what we do, you know, when we tear down their language. The way to develop the admirable qualities that lead to self-sufficiency, it seems to me, is not by destroying what they have, but rather by adding to it. Let them keep, develop, and be proud of Ameslan, and add English to it.

In my opinion, education of deaf children has deteriorated in the last 50 years, because we, their teachers (deaf and hearing), have tried to turn deaf children into hearing children. Having failed in this transformation, which needs nothing less than magic to bring off, we have become frustrated with our handiwork. We have lowered our goals and have willingly accepted the imitation hearing person as a substitute. We know the task we set is impossible, so we say to each other, "Let's come as close as we can." We do not allow the deaf child to develop his strengths unless he does it on our terms. We force him to feel inferior.

We need a change of heart. That does not cost a penny. It is not dependent upon more buildings, more equipment, more research. Just a change in our attitude toward deaf people. Treating Ameslan (or whatever we might call it) with the respect it is due would be a major step in the right direction.

Foreign News

By YERKER ANDERSSON

Finland—Eero Saarikoski made a new world record in decathlon, 6,186 points. The old world record by F. Deml, East Germany, was 5,773 points.

The Finnish association of the deaf decided to adopt the international hand alphabet as suggested by the World Federation of the Deaf; however, the Finnish deaf will change the hand position for only five letters. Finland is the first country in Northern Europe to follow the international fingerspelling.

Norway may follow Finland in this adoption.

Great Britain—After having noted that the Gallaudet College faculty voted that proficiency in the use of the simultaneous method be a condition to the usual academic requirements for obtaining tenure, the **British Deaf News** (Vol. 7, No. 8) had this editorial:

It might not be a bad idea if in this country (Great Britain) a knowledge of manual communication were added to the requirements of teachers of the deaf.

After all, the compromise between the deaf and hearing should not be all one-sided.

Norway—For his remarkable career as a self-trained meteorologist, Olaf Hassel received a gold medal from the Norwegian king.

He was born deaf in 1898 and after his elementary education, he worked on his father's farm. During his free hours, he studied meteorology and astronomy. In 1928 he became an observer, specializing in northern lights, for a professor. The professor was so impressed by his scholarly interest in meteorology that the professor offered him the position of assistant at the Meteorological Institute. In 1954, he became a regular meteorologist. He has also discovered some novae, among them the Nova Hercules.

Mr. Hassel who has also been active in several clubs for the deaf, received awards from the Norwegian Academy of Sciences and the American Association of Variable Star Observers. (Since 1934 only four persons have won the award from the latter.) Last year he was appointed an honorary member of the Norwegian Society of Astronomy.

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Write: Director, Division of Student Development
National Technical Institute for the Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623

Planning Meeting For A Conference On Services For Aged Deaf Persons

Washington, D. C., September 26, 1970

At the suggestion of Boyce R. Williams and James T. Flood, the Deafness Research and Training Center of New York University called a meeting to plan a nationwide conference on services for aged deaf persons. This topic has had very little attention over the years, but the growth of the aged population makes consideration essential, especially in view of the long lag between adoption and implementation of programs which involve, as this one likely will, the construction of facilities. The participants in the meeting felt strongly the urgency of the problem of providing adequately for aged deaf persons. For that reason, an early date for the conference has been agreed upon. It should be noted that the conference will focus on action, not debate. It will aim to get programs swiftly underway to alleviate and to anticipate the problems of the aged deaf person.

Attending the meeting were: Leon Auerbach, Gallaudet College; Orin Cornett, (representing E. C. Merrill, Jr.), Gallaudet College; Thomas Fay, New York University; James T. Flood, Ohio School for the Deaf; Frank Gattas, Ohio Department of Vocational Rehabilitation; Augustine Gentile, Gallaudet College; Glenn Lloyd, University of Tennessee; Jerome Schein, New York University; and Frederick Schreiber, National Association of the Deaf.

I. Issues to be discussed at the forthcoming conference.

A. For which deaf persons will services be provided?

Deaf persons who lost their hearing early in life have different problems from those of persons who have lost their hearing as a result of age. However, both

groups have special needs which should be considered.

B. What is the approximate number of persons requiring special services?

Mr. Gentile will provide the groups with estimates.

C. What services need to be provided aged deaf persons?

In addition to housing, deaf persons have medical, recreational and other needs. Mr. Schreiber will prepare a presentation on the current situation of aged deaf persons and their needs and any current plans which state associations of the deaf have to handle the problems. Dr. Cornett will prepare a presentation on related services desired by the deaf community, e. g., adult education.

D. Should services for deaf persons be provided on a segregated or integrated basis?

There are advantages and disadvantages to both approaches. If integrated facilities are provided, the number of persons serviced is greater, hence it may be easier to get adequate personnel and financing. However, it may be most desirable to provide the special services required by deaf persons in segregated facilities. The social implications of this issue must not be overlooked.

E. What kind of physical facilities are needed?

As an alternative to the conventional home for the aged, perhaps apartments or other facilities are feasible. Mr. Flood will prepare a presentation on what facilities are in existence now.

F. What provisions are needed for training personnel to work with deaf persons?

Dr. Fay will prepare a position paper on personnel needs and training facilities.

G. What current legislation is now in existence relevant to the problem?

Mr. Crammatte will prepare a report on this subject and the possibilities for financing; and Dr. Schein will seek a similar report from Region II of the Social and Rehabilitation Service.

H. What are the possibilities for financing the establishment and maintenance of facilities? Should services for aged deaf persons be a national, state, or local responsibility? Public or private?

A model facility could be established to encourage government funding of facilities on a full-scale basis. This has been very effective for other programs seeking support. The various services and facilities may be the responsibility of different government and private agencies, as well as the individual.

II. Format of the conference and dissemination of proceedings.

A. The conference will last two to three days and will probably include a visit to a home for aged deaf persons. There will be a large advance mailing of materials to all participants so the conference can proceed on the assumption that participants are familiar with the issues and have a common background of informa-

tion. The plenary sessions will be open to the public, but discussions will be limited to invitees.

B. Speakers (who will submit reports for advance distribution) will give a 10-minute oral summary of their presentations. After this there will be a question-and-answer session and participants will then break up into small groups for discussion.

C. From 60-100 people will be invited to participate.

D. The proceedings of the conference will be published with a short summary of the most important findings and a major emphasis on implementation of the recommendations.

III. Participants in the conference. Representatives of the following areas should be invited:

A. Private profit- and nonprofit-making groups experienced in the development of homes and communities for aged persons.

B. Aged deaf persons, both those who are presently in existing homes and those who are not. Deaf persons who are not using current facilities may also be in need of services.

C. The children of aged deaf persons.

D. The Association of Retired People (AARP). Mr. Lloyd will try to contact this group.

E. Experts on the psychology and sociology of deafness.

F. Administrators of existing homes for aged deaf persons.

G. Church groups which work with deaf persons.

H. The Registry of Interpreters for the Deaf.

I. Labor unions.

J. Legal profession.

K. Official organizations of and for the deaf, such as the Alexander Graham Bell Association, COSD, PRWAD, NCJD, etc.

L. The American Medical Association. This representative should not be from the American Academy of Ophthalmology and Otolaryngology.

M. Geriatric specialists.

N. Government agencies such as Housing and Urban Development, Social Security, etc. SRS could be asked to suggest participants in these areas from each SRS region. This would provide some geographical balance.

IV. Date and place of conference.

Preferably, the conference will be held near the site of a good home for aged deaf persons. Columbus was suggested as the site and the second week of June 1971 as the date.

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The Rationale For Total Communication

Editor's Note: This paper was delivered at the third annual dinner meeting for principals and teachers of the deaf in the Greater Milwaukee Area, by Leo Dicker, Ed.D., on November 16, 1970.

Total communication is a name that has been coined within the last two or three years. Please note that this new term is not followed by the word "method." Perhaps, the word method has created more animosities in the education of the deaf than any other word. Let me take a few minutes to outline briefly for you some of the methods of communication that have been used with the deaf. Historically, the first two methods to be associated with the education of the deaf were the "manual method" and the "oral method." The manual method and oral method are terms which refer to a particular way of educating deaf children. The manual method represents a means of teaching deaf children mainly through the use of the language of signs and some fingerspelling, while the oral method in its purest form represents a means of teaching deaf children mainly through the use of lipreading and speech.¹ As years passed and the manualists and oralists became more adamant about the benefits of their respective methods, two separate camps grew up. As each side attacked the legitimacy of the other's method, some modifications did come forth, but even though teachers altered their basic position slightly, their underlying philosophy remained undisturbed. Out of crusades to attract new converts came such methods as the combined method, acoustic method, simultaneous method, Rochester method, cued speech, and most recently, seeing essential English. These methods, except for the acoustic method, did not represent purely new approaches. They borrowed from each other. One interesting fact that was true 150 years ago and is still true today is that deaf children, or if you prefer the newer term, hearing impaired children, still have not shown an appreciable change in academic performance. Hearing impaired children continue to be, despite all our efforts, retarded on the average of three to five years academically.²⁻⁵ There have been research studies which have closely examined the relationship between academic performance and the use of a particular method. While some studies have shown some methods to be significantly superior over other methods, **no study** has shown that the use of any one method was capable of lessening the educational gap of deaf children to one year instead of to five or even to three years.

An interesting fact, however, is that studies of the academic achievement of deaf children who were exposed to one pure method of communication, whether it was oral or manual, did not indicate a significant improvement in achievement as a result of such exposure. The studies of achievement of deaf children which were significant were those in which some combination of methods were used.⁶⁻⁹ Another interesting result revealed through

research into methods of communication is that some of the fears that teachers have about the deleterious effects of manual communication upon speech and speechreading have not been supported by the results of studies.^{7, 10-12} What I am trying to suggest to you today is that we have been putting the cart before the horse for 150 years because we have been more interested in our pet methods than we have been with the children we attempt to teach. When we speak of a method, the natural assumption is that we are using an approach that has wide application. In addition, the word method begins to take on a pseudo-religious quality. I can, perhaps, make this point another way. Stop and think about what comes to your mind when I say McGinnis method, analytic method, synthetic method. If you are normal teachers of the deaf, I suspect that you have associated positive or negative feelings toward those terms. Stop a minute and ask yourself—"Why did I have those feelings?" I venture to guess that you had feelings either positive or negative because you have some personal commitment to the terms I used. You probably felt a method was either good or bad. Thus, the word method not only explains a mode of operation, but also has a label attached to it. As my children would put it, the method was either one of the "good guys" or the "bad guys." When we color a method black or white, we have made an assumption that what is good for one is good for all and conversely, what is bad for one is bad for all.

I am trying to sensitize you to the fact that **a method** may be black or white or many shades between, depending on who is to receive the method. A method should not have emotional feelings attached to it. **A method** is a tool which should or should not be used, depending on the goals we have in mind. For example, I doubt whether any of you would advocate using the Braille method with the deaf, even though I am sure you have been asked whether it is useful.

Traditionally, we have placed more importance in our own particular philosophy about a method or methods of communication than we have in the needs of the children we serve. In many cases, our commitment to a particular method has interfered with an objective evaluation of our own philosophy. I would like to suggest that it is time we put aside our personal biases and formulate a philosophy of communication based on what we know about learning theory and furthermore, that we begin to apply these principles specifically to communication. Let me briefly list a few of the principles we know about learning:

First, we know that for learning to take place, we must begin with the general and move to the specific. Total com-

munication offers an opportunity for the child to communicate through a variety of media rather than limiting us to a specific modality. Second, that no two individuals learn at the same rate, and therefore, it is necessary to individualize instruction.

Third, that in order for learning to continue, the learner must be successful at a task and must be reinforced. Total communication offers us the opportunity to individualize further instruction and to insure reinforcement through meaningful communication.

Thus, if we are truly committed to following and applying these principles of learning, then methods of communication should no longer enjoy the reverence we have given them. We should be focusing on the object of our effort, the child. Our use of methods should be dependent on the needs of the child.

This brings me to the main point of my presentation. The time has come when we, as teachers of hearing impaired children, need to apply the principles of learning to the area of communication that we so willingly apply to the instructional process. Without an effective means of communicating with each child, we will not significantly change the academic performance of our students. If what linguists have told us is true and empirical evidence leaves little room for doubt, communication from birth to age 4 or 5 is critical for the development of language. Our goals, therefore, should be to facilitate communication and thereby foster the language development. If communication is truly our goal, it is inconceivable that any one method: oral; aural; or manual, can fulfill the needs of all the children we teach.

Our task, then, is to act as a communications expert, using the skills and knowledge we possess to make our recommendations regarding the methods which will best serve the needs of **a child**. The term total communication does not, as some of its predecessors have done, denote a single **preferred method** of communication exclusive of any other method available. Total communication means as its name denotes, a totality of communication—no holds barred. It means that when we attempt to communicate thought, we will use every device available to do so. This would include fingerspelling, gestures, the language of signs, speechreading, the use of residual hearing, speech, chalk board, overhead projector, filmstrip projector and an arsenal of other hardware and software presently available to teachers. Thus, total communication is not a method, it is a philosophy. Methods become subservient to this philosophy.

The rationale for total communication should be apparent by now. Let me summarize some of the considerations that favor the acceptance of this philosophy in the education of the hearing impaired.

1. That academic achievement of hearing impaired children has not changed appreciably in the last 150 years, even though our favorite methods have been

employed. Perhaps, what one method could not do alone, all of them can do together.

2. That the philosophy of total communication allows for individual differences, and therefore, follows this important principle of learning.

3. That even though there are some bright and shining successes among those students who were exposed to only one form of communication, there are far too many failures.

4. That while oral communication, that is, the use of speech, speechreading and residual hearing, is desirable, many of the products of our efforts do not want to be restricted in their communication by our biases. Perhaps, their feeling can best be summarized by a quotation from *To Kill a Mockingbird* by Harper Lee—"You never really understand a person until you consider things from his point of view—" . . . "—until you climb into his skin and walk around in it."

5. That many parents of hearing impaired children are not consulted or even informed about our bases for making decisions about communication with their children. One parent group which has recently adopted a statement of policy concerned with the problem of communication is the State of Wisconsin Parent-Teachers Organization for Hearing Impaired Children. Their statement of policy reads, and I quote, "WHIC shall support the type of education (manual, oral, or combined) and the educational system (day or residential) which, in the judgment of the individual child's parents, is best suited for the child." As you can see from this statement, parents feel they should have some voice about how we educate their children.

6. That in large group presentations, such as is taking place right now, it would be thoughtless to restrict the hearing impaired to only one method of communication.

7. That the philosophical commitment of total communication necessitates that we consider individual differences and offer forms of communication that will provide for these differences.

8. That the philosophical commitment to total communication makes it necessary that we provide for communication from birth to adulthood.

In addition, research has also provided

some valuable information related to total communication.

In 1961, Quigley and Frisina investigated the influence of manual communication on the achievement of deaf children. They compared day school deaf students of deaf parents with day school deaf students of hearing parents. Their results indicated that when the two groups were compared, day students of hearing parents had inferior speech scores, while deaf students of deaf parents were significantly superior in vocabulary and fingerspelling. They interpreted their findings as showing that the exposure of deaf students of deaf parents to manual communication at an early age resulted in superior language development. They attributed the poor speech of these same students to the lack of oral stimulation.¹²

Stuckless and Birch (1966) compared two matched groups of deaf children. One had early exposure to manual communication, while the other group had no exposure. Their results indicated that the group with early manual communication exposure was superior to the non-exposed group in reading, written language and speechreading. Both groups were comparable in speech intelligibility and psychosocial development.⁷

Meadow, in 1967, investigated the development of self-concept among students exposed to early manual communication and those who had no exposure to it. She found that children with deaf parents and early exposure to manual communication had better self-concept and better psychosocial development.¹³

My purpose in citing these research studies is not to indicate superiority of one method over another, but to again call attention to the idea that one method cannot do alone, a combination of them may do together.

The whole point of my presentation has been that it is time that educators of the deaf put aside their personal feelings and begin to look at the child and his needs. Fortunately, Milwaukee is moving in this direction. For example, the Milwaukee Hearing Society is offering classes in speechreading and auditory training and manual communication, all under the same roof. Plans for beginning classes in total communication within the Milwaukee Public School System are being formulated.

This year, our students at the University of Wisconsin-Milwaukee will be required to take a course titled, "Communication Skills Development." In this course, competencies in both oral and non-oral communications skills will be developed.

We hope that when our students enter your classrooms, they will be equipped with the skills necessary to carry on effective communication by whatever methods you feel best serve the needs of the children. Furthermore, we feel that our students should be prepared to communicate with hearing impaired children in whatever educational environment they find themselves in the future.

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Resolution Passed By The Professional Rehabilitation Workers With The Adult Deaf

Rochester, New York, October 11-14, 1970

Whereas a century of education of the deaf has demonstrated a continued ineffectiveness in developing language skills commensurate with the potentials of deaf individuals, and

Whereas educators of deaf children have tended to move cautiously in initiating innovative programs aimed at alleviating widespread functional illiteracy among school leavers, and

Whereas Roy K. Holcomb and Herbert Larson have successfully completed properly accredited teacher preparation programs at the state and national levels, and have similarly completed postgraduate training relating to the administra-

tion and supervision of educational programs for the deaf, and in addition have demonstrated superior achievements as both classroom instructors and school administrators, and

Whereas Roy K. Holcomb and Herbert Larson have pioneered total communication programs for deaf children in day programs in Santa Ana and SELACO school district in California, respectively, with significant success, and have received local, state, national and international acclaim for their work in total communication, therefore

Be it resolved that the Professional Rehabilitation Workers with the Adult Deaf

in convention assembled in Rochester, New York, October 13, 1970, recognize and applaud the signal achievements of these deaf educators and commend their efforts as worthy of full emulation in the education of deaf persons everywhere, and

Be it further resolved that copies of this resolution be made available to Mr. Holcomb and Mr. Larson, to appropriate individuals in the school districts which they serve, to the California State Department of Public Instruction, and to other key individuals at the Federal and state levels.

We Just Got Tired Of Waiting

By Bilbo Monaghan

The Tennessee School for the Deaf has taken a new tack in its efforts to educate its students better. Considerable thought was given and courage built up before the decision was made to put emphasis on a lot more use of fingerspelling.

The cry, "Failure," has become a chorus among our administrators, educators and the deaf themselves, yet what have we done and what are we doing? Over the years, hundreds of theories have been advanced; volume upon volume of research have been printed, and the arrows pointed north, south, east and west like a weathervane gone nuts. Insufficient change or attempts at improvement were made over the decades; some schools were even using methods they first started out with, and some of these methods date back to the days of our first educators.

The reasons for the status quo ante were varied. Some administrators sincerely believed they were using the right methods of educating their charges; some just could not get financial backing; some had to please parents; some were political appointees and nothing more; some preferred to remain in the frying pan.

All this bickering over which IS the best method of educating the deaf has gone on at the expense of children who have all the right in the world to a proper education. Aye, it would seem to us that our administrators and educators are possessed of sufficient intelligence and integrity to agree **by now** on what really is the best method of raising the standards of achievement of our deaf children.

I am not one of the erudite members of my profession. I have done no research. I will honestly say that I have read no results of research, and it is just as well I did not waste my time so doing. After all these thousands of days, millions of words and just as many millions of dollars expended in research, where are we?

We are not even in a rut, but traveling over a corduroy road!

Right now, bugles are blasting "total communication," which is really nothing new. Only the bends and straights have been altered, and a new name given to an old, old song.

I just cannot see how continued excessive use of speech will enlarge a deaf student's vocabulary. The most difficult and most time-consuming phase is teaching speech to the prelingually deaf. When it is well known that we, with the exception of those who lost their hearing at a much later age, tend to shy away from speech as we grow older, why in the world is so much time wasted? We just don't have that much time! I can remember my daughters telling me how many of my deaf friends sounded like "cows mooing." I have also been told that some of us had voices which went as high as a bluebird's nest or low enough to go under a snake's white belly. As for mispronunciations, we don't have enough true blue friends who will tell us when the accent should come through the front door.

Lipreading is not taught; it is a skill acquired only by the alert, and it comes

through constant "confrontation." It is difficult to acquire a large vocabulary or learn the proper structure of English by this method. So many words are missed, guessed at or misunderstood on both sides of the fence, and as one's vocabulary increases, pronunciation and lipreading become even bigger stumbling blocks. One very simple example is "Isle of View"—I love you.

Now for the continued excessive use of manual signs. It is true that signs convey ideas, descriptions or expressions very, very vividly, but we must remember that signs are largely symbols—no visible words or sentence construction, and that without a large vocabulary or sound command of the language the acquisition of a more formal education is severely hindered.

Today signs are even less effective for use in our schools than in the past years. They are not as standardized; consequently, pupils and teachers have trouble understanding each other. There never has been a "dictionary" of signs or something that we ALL would adhere to. Signs have been "invented" in all parts of our country, some of them absolutely absurd. Lately, several books have been published, and training centers established, but these lack uniformity; furthermore, they are now using superfluous signs which can be fingerspelled with less effort.

In recent years there has been a large turnover of teacher personnel, and very little effort has been made to use the signs existing at this or that school. Confusion upon confusion! Another reason signs are not dependable is the frequent misuse, even at Gallaudet College, where the same sign for "pretty" is used for pretty good or pretty girl, the same sign for "bridge" when talking about Goren or the Brooklyn structure, the same sign for "gone"—gone out, far gone, the same sign for "face"—face the problem or the Great Stone Face, the same sign for concept and moon. What a mess!

There should be no difference between educating a deaf child and a normal child, barring other handicaps, once a sensible means of communication has been established. Our administration seems to have used plain commonsense in its decision to resort to more fingerspelling. Words and sentence construction will be wholly visible and complete. We are not using strong-arm methods on our students; we are merely encouraging more and more fingerspelling; the students, on their own, ARE using more fingerspelling, and by their own admission, they are learning more.

We may be told we are seeing a wind-dog, and someone is going to be guilty of plagiarism when I am told that I have put my foot in my mouth, but no one can ever say we are not trying to do right by our children.

We just got tired of waiting!

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Colorado Nimrods Bag Elk And Deer



HUNTER'S PARADISE NIMRODS—Left to right: Galen Hurley, Robert Hurley, Bill Owens and Rea Hinrichs. They participated in an expedition October 16-24, 1970, at Meeker, Colorado.

Forming the Hunters' Paradise at Meeker, Colorado, October 16-24, 1970, were Rea Hinrichs, Bill Owens, Robert Hurley, son Galen and Richard Fouts, all of the Denver vicinity.

Rea and Bill left Denver a little after 1 p.m. on October 15 after driving all over town getting things ready for the trip. They drove Bill's truck with attached camper and pulled Rea's jeep. They made it over Berthoud Pass and Gore Pass with ease. Robert drove his jeep, pulling his trailer, over the same route, doing fine, too. As Bill and Rea

neared the top of Ripple Creek Pass, which had snow left from the previous week's storm, a Bronco was pulling a pickup truck out of the road and became stalled, due to no chains.

After the chains were attached and all seemed clear, Bill drove up and tried to pass, only to find he had to pass another stalled truck, becoming stalled himself. A four-wheel drive pickup came along and offered help. After this Bill got stuck again going down the other side of the pass, so they unhooked Rea's jeep and using the jeep tried to pull the truck, to

no avail. Other hunters came by and helped push the truck out after having jacked up the rear and putting dirt under the wheels. Robert also got stuck but they made it o.k. by themselves as Robert has a four-wheel drive.

By this time the boys reached the spot where Bill left his truck by the side road. They got busy and dug out snow to make room for the two tents and also to keep the ground dry inside the tents. The snow was over two feet deep in spots. Robert's jeep made it up every hill, even where there was deep mud, which normally is impossible to travel without chains.

The first five days were "lousy" for the hunters as they saw from 50 to 75 cow elk which they couldn't kill, having only bull elk permits on their hunting licenses. Finally, on October 22, Rea bagged his first bull elk in his seven years of elk hunting. Boy, you should have seen him. Rea, Richard and Bill had the long, hard and sweaty job of pulling the 400-pound elk up the trail back to the camp with some help from other hunters with horses. It took them nearly three hours. When Robert returned to camp, he complained the guys should have asked him to help with his jeep as he had only wasted his time sitting in the cold wind all day.

The snow began to fall off and on for two days, so finally on Friday morning the boys decided to break camp and move further west, to the west side of Meeker, to hunt deer. On Saturday morning about 8 a.m. Bill finally bagged a buck and had to wait for the boys to return with help. By the time the jeep came, Robert had bagged a doe and Galen a buck. Bill asked them to help take his buck to camp so Robert used his jeep with its winch to pull the buck up the steep hill. Rea arrived at camp emptyhanded and joined the rest of the boys in getting Bill's buck to camp.

During this time Robert's jeep got stuck in Dry Creek, so all had to help pull the jeep instead of the deer. Richard's chain broke and they had to wait while Bill went to get his chains. Finally, after a couple of hours, they all got back to camp. After the three deer were hung on a tree all went out to hunt a deer for Richard and Rea, but came back to camp emptyhanded.

Sunday was time to clean up the deer and to go home. Richard and Rea went on hunting while Robert, Galen and Bill cleaned and dressed the deer. Rea spotted a deer, shot and wounded it. He followed the trace of blood for an hour. He began to lose the traces, so gave up as it was time to go home. Richard Fouts had no luck although he had spotted a few deer.

The boys made the trip home over Loveland Pass with no trouble and got home safely. They hung up the deer in Bill's garage to age the meat before time to process it for the freezer. They were tired but they all had a good time.—Mildred Owens.

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The ODAS MANIFESTO

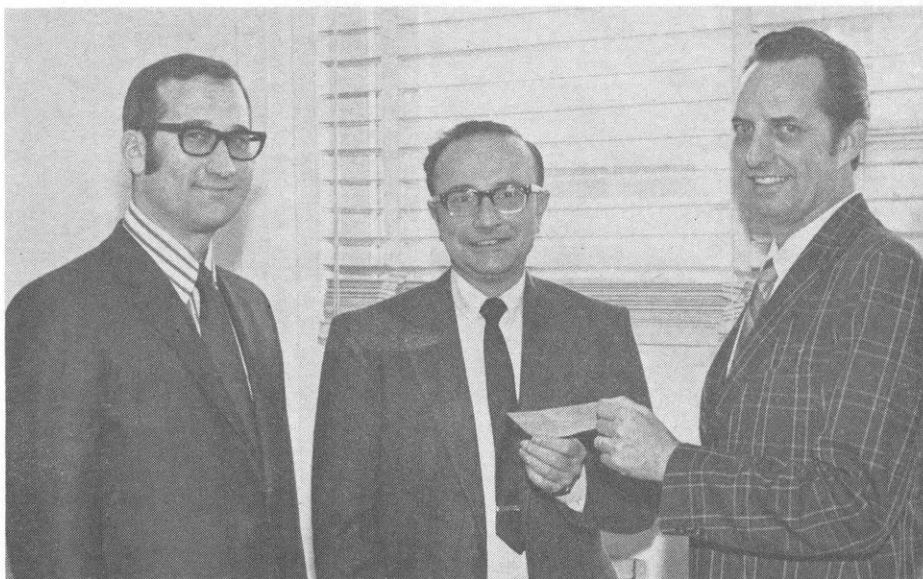
PREAMBLE: This manifesto offers a statement of beliefs, principles, directions, policies and goals to the members of the Oral Deaf Adults Section (ODAS) of the Alexander Graham Bell Association for the Deaf, Inc. (AGBAD), and to other members of the AGBAD.

PURPOSE OF THE AGBAD: The purpose of the AGBAD is stated in its constitution by the following resolution unanimously passed by the eleventh quadrennial Convention of Instructors for the Deaf, Berkley, California, July 1886: "Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and to read from the lips." This has more recently been extended to include the cultivation of residual hearing. These skills are here categorized as "oral" communication.

PURPOSE OF THE ODAS: The purpose of the ODAS is to inspire through by the examples of our members' own lives the educational, vocational, professional and social opportunities which have come to them through their ability to speak, to read from the lips, and, perhaps, to use their residual hearing. We believe that every deaf child should have the fullest opportunity to benefit, within the best of his capabilities, from oral education, and to be given every opportunity to develop his potentials for achievement, whatever these potentials may be. We realize that exclusively oral education for children is a difficult and time consuming task requiring highly skilled and dedicated teachers of the deaf as well as positive encouragement and practice by parents. For this reason many educators of the deaf, parents of deaf children, and the deaf themselves tend to support multiple systems of communication which may facilitate the educational process. We feel that the early use of multiple methods of communication may not encourage many capable deaf individuals to attain full development of their speech and lipreading abilities. We believe that well developed oral skills are necessary for the maximum realization of potentials for economic and social adaptation to the hearing world. We recognize, however, that there may be instances where multiple communication systems may be needed for deaf children with limited capabilities for learning to speak and to read from the lips.

WHAT IS AN ODAS MEMBER? In general terms, an ODAS member will have:

- A degree or type of hearing loss which does not permit the understanding of unamplified spoken language.
- Acquired their education chiefly through the oral method.
- The firm belief that a consistent program of oral education is most desirable for capable deaf children.
- Preference as an adult for the habitual use and continued development of oral communication, including possible cultivation of residual hearing.
- A willingness to advance the objectives of the AGBAD and the ODAS.



SCHOLARSHIP CHECK—The group of parents and sisters and brothers taking a weekly manual communication class at Western Maryland College have presented funds to be added to the college's scholarship fund for students in education of the deaf. William H. Stonesifer of Westminster presents the check to Dr. L. Stanley Bowsbey, Jr., chairman of the college's education department, and to Britt M. Hargraves, director of the program for preparation of teachers of the deaf. Western Maryland College and the Maryland School for the Deaf in Frederick are joined in a cooperative program in education of the deaf. Manual communication is part of the course of study.

NEED FOR BETTER ORAL EDUCATION: There is a need for better oral education because there exists an inadequacy in teaching deaf children. We strongly urge that every means be explored to increase the number of well trained and dedicated teachers, skilled in teaching effective oral communication in conjunction with academic subjects. We further urge that all educators of the deaf recognize and promote the long range value to well developed oral skills to deaf people as they seek educational, vocational, professional and social opportunities among the hearing upon leaving the special schools and classes for the deaf.

POSITIVE HELP BY PARENTS: Behind most successful oral deaf adults have been parents who have sought an understanding of the methods of instruction and who have continued the program of oral education into the home. We feel that it is important for parents to obtain realistic knowledge of the potentials of their deaf children and to make every effort to motivate their children to maximize those potentials. In the circumstance where a deaf child is found to be limited in potentials for oral communication we recommend that his parents accept this situation realistically. It may then be appropriate to consider other means of communication.

NEED FOR BETTER DIAGNOSIS: We recommend that all concerned professionally with the education and guidance of deaf children develop and utilize more refined diagnostic techniques in order that initial accurate assessment and continuing precise evaluations of the capabilities and potentials of deaf children may be made. Appropriate educational programs may then be geared to their needs.

USE OF OTHER COMMUNICATION

FORMS: All members of the organization are expected and encouraged to continually use and develop their oral communication skills and possible residual hearing. However, we recognize that the use of manual communication by an ODAS member may be necessary in certain circumstances, such as conversing with a manually inclined person.

POSTSECONDARY EDUCATION: We believe that every means should be used to encourage deaf youths to attend high schools, colleges and universities among the hearing where they are qualified and capable of doing so, and pledge our assistance in this regard. We feel that every effort should be made to reserve post-secondary schools for the deaf for those hearing impaired individuals who may not have the necessary aptitudes for admission to colleges or universities with the hearing. We also recommend that post-secondary schools for the deaf be encouraged to upgrade their academic standards and to provide maximum opportunities for development of oral communication skills in students with the necessary potentials for doing so.

OTHER ORGANIZATIONS FOR THE DEAF: We will be pleased to work with other organizations concerned with the deaf in non-educational areas of mutual interest where such cooperation is consistent with our policies and beliefs.

SUMMARY: We believe that the economic and social welfare of the deaf in these changing times depends upon their acceptance by the hearing community, and that the most effective way to accomplish this end is through the learning and use of effective oral communication skills.

Dated September 3, 1965. Revised: February 28, 1970. Adopted by the ODAS Board of Directors: February 28, 1970. Approved by the AGBAD Board of Directors: March 3, 1970.

News From 'Round The Nation

(Send items to Mrs. Harriett Votaw,
2778 S. Xavier Street, Denver, Colo-
rado 80246.)

Colorado . . .

Somehow a bit of news did not appear in the recent issues of this column and we are taking the opportunity to inform our readers that Mr. and Mrs. Alonzo Whitt became the proud parents of Alonzo, Jr., on April 21, 1970. Mr. Whitt is an academic teacher in the deaf department at the Colorado School for the Deaf and the Blind for the second straight year.

Sometime in October, Robert Hoagland was called to Jacksonville, Fla., by the death of his father. He was joined by his deaf sister from Chicago.

Miss Kathleen Potestio of Colorado Springs has left for New Orleans where she plans to make her home.

Mr. and Mrs. Robert Bodnar of Greeley have moved to Campion, Colo., so that they can divide their time in driving to work as Bob works in Greeley and Rosemary in Loveland. Friends surprised them with a housewarming recently.

Herman Moore, a Colorado School pupil of long ago, passed away according to THE FRAT. He leaves a brother, Herbert, of Reno, Nev. His elder brother, Herschel, and his sister, Lacie, both deaf, died long ago.

According to Herbert Pearce, a recent visitor from Los Angeles who spent some time with Verne Barnett, we learned Jesus Gonzales, a former Colorado School pupil, now of Los Angeles, had a bad accident. It seemed he was jaywalking across a

street and a truck stopped to let him pass. Another driver passed the truck and knocked Jesus far out in the air.

Mr. and Mrs. William Henry have sold their shoe repair shop in Colorado Springs and went to Los Angeles and Las Vegas for a visit.

A surprise wedding shower was arranged by Mesdames Jackie Faucett, Barbara Hinrichs, Irene Boyd, Carol Moers and Mildred Owens for newlyweds Mr. and Mrs. Robert Brooke at the home of the Boyds on October 25.

A baby shower was tendered Mrs. Donna Mog on November 15 at the home of the Bert Youngers by Mesdames Carol Moers, Betty Moers, Annie Tucker, Rolanda Younger, Irene Pollock, Carol Sponable and Wanda Schultz.

Wisconsin . . .

Mrs. Katie Krohn is now in a nursing home at North 22nd Street and West Kilbourn Avenue, Milwaukee.

Thomas and Alvera Lubow are residents of Milwaukee, having moved there last June from Chicago after they both retired. They are living in a cozy apartment with Alvera's 84-year-old mother.

Sam Riege, his son and two sisters, Betty Musgrove, Rockford, Ill., and Mary Sowa, Chicago, went to Ava, N.Y., to visit Mary Sowa's daughter, Mrs. Hearlean, and family on their vacation before the Hearleans moved to Knoxville, Tenn. Mr. Hearlean is now a teacher and counselor for the deaf at the Tennessee School.

Mr. and Mrs. Harry Hansmann, formerly of Delavan, now residents of Lake Wales, Fla., made a trip up north to Michigan, Minnesota and Wisconsin visiting friends and relatives.

Mr. and Mrs. Bernard Teitelbaum of New York were visitors at the Milwaukee Silent Club when they were in town vis-

iting their son. Their son, a buyer and manager at Boston Store, has a TTY at home, possibly the first here, and communicates with his parents in New York. Bernard Teitelbaum is in charge of distributing captioned films in the Eastern States.

Mrs. L. Hanover of New York was a guest of the Philip Zolas and the Abe Barashes recently. Mr. and Mrs. Philip Goldansky, nee Ida Kristal, Kansas City, Mo., were in Milwaukee visiting Mrs. Goldansky's sister and brother-in-law, the Gabriel Levines, and her brother and sister-in-law, the Harry Kristals.

The Samuel Lewises, New York City, vacationed at Montauk, L.I., and Cape Cod recently.

Nick Pleskatchek, Sr., visited his granddaughter, Jeannette Scheppach, and her husband at the Idaho School for the Deaf. Stephen Somogyi, formerly of Racine, now of St. Petersburg, Fla., surprised his old friends in Milwaukee with a recent visit.

A recent gathering of the Golden Hours Golden Age Club for the Deaf and Hard of Hearing had the honor of sharing the 50th wedding anniversary celebration of Mr. and Mrs. Harold Stanton.

Mr. and Mrs. Raymond Fiedler celebrated their 40th anniversary on October 6.

Delavan NFSD Division No. 80 observed its 50th anniversary at a banquet held at Lake Lawn Lodge on October 3. Al Van Nevel, NFSD Grand Treasurer, presented 34th degree pins to Waldo Cordano, Francis McLean, Marvin Goff and Andrew Baran. Grand Secretary Leonard Warshawsky and his wife Celia were there with about 200 people.

New Milwaukee residents are Mr. and



WARRENS OBSERVE 25TH WEDDING ANNIVERSARY—Mr. and Mrs. Benagh Warren were honored with a covered dish luncheon on November 22 at the home of Mrs. Gracie Finegan in Talladega, Ala., celebrating their 25th wedding anniversary. Co-hostesses with Mrs. Finegan were Mrs. William F. Grace and Mrs. Opal McCain. Twenty-five guests were present for the luncheon and the social which followed. The above picture shows the honorees opening some of the gifts. There was also \$25 in silver coins. Although both Mr. and Mrs. Warren are native Alabamians and graduates of the Alabama School for the Deaf, they spent most of their married life in Louisville, Ky., where Mr. Warren owned and operated a Washerette. They recently purchased and moved to Mrs. Warren's parental home in Ashland, Ala.

WESTERN MARYLAND COLLEGE Graduate Summer Program

To

Prepare Teachers Of Deaf: Children June 23 to July 23 and July 26 to August 25, 1971

Courses leading to Master of Education or Bachelor of Arts degrees are available at Western Maryland College in the year-round program or through summer study in education of the deaf. Program approved by NAD. Applications by qualified deaf and hearing applicants are encouraged.

For brochure write:

Mr. Britt M. Hargraves, Director
Program for Preparation of Teachers of the Deaf
Western Maryland College, Westminster, Maryland 21157

Mrs. Michael Tuccelli who came from Florida.

Mr. and Mrs. Ed A. Martin of Carmichael, Calif., were visitors to the Milwaukee Silent Club recently. They are the parents of Robert Scribner of Delavan.

Wallace Riege, Gary Suhr, Ken Dornacker and Arthur Budinzki motored to Gillette, Wyo., for deer hunting recently and got deer and a doe—Gary, 11 points; Wallace, 4 points; Ken, 4 points; and Arthur got the doe.

Judy Halla and Dennis Schneider were united in marriage on June 20 at St. John's Lutheran Church of Pulicfer. Pat Rise and Reuben Randall were married in Las Vegas, Nev., on August 14. The daughter of the H. James Hansons, Charlotte, was married to Brian McDermott on August 22. Martin Schmidt's son, Roger, was married to Phyllis Senski on September 26.

John E. Woodhouse, 87, passed away at the Three Fountain Nursing Home in Milwaukee, last July 6. Mrs. Hilda Zollen-decker, 72, died on October 16.

Susan Malech, sister of Mrs. Genevieve C. Martin, Kenosha, passed away on September 8. She attended St. John's Institute for the Deaf for five years. Mrs. Malech, the former Susan Uallig, and her husband lived in Kenosha.

Thomas Hanson of Madison passed away suddenly on October 17.

Essay: Of Peace Of Mind

Nancy is what audiologists and educators of the deaf may call "moderately hard of hearing." Her hearing loss is not great enough to deprive her of the ability to get along with hearing people. Her hearing aid was of sufficient amplification to enable her to hear and understand ordinary conversation. She was able to develop and maintain a normal-sounding voice and speech.

Therefore, she has lived in what we would call "the hearing world." All in her family have normal hearing, and she has attended public schools and achieved a very satisfactory scholastic record. She has an excellent command of language. She had never seen nor developed a need for manual communication.

However, when she completed high school, she felt that her hearing loss would make it difficult for her to attend the usual large university. So, when she went to a vocational rehabilitation counselor, it was suggested that she go to Gallaudet College.

In order to be prepared for Gallaudet College, she attended a tutoring session at this school last summer along with other college-bound students. Since she was one of three hard of hearing students with no previous acquaintance with man-

ual communication, the counselor arranged for formal instruction in this method of communication to insure an easier adjustment to their future life at Gallaudet College.

Nancy was miserable with manual communication, and about ready to reject it, when she first came to school. However, after a few weeks' acquaintance with the new language, she learned to accept it and use it herself. At the end of the session, she was still awkward with it and had to concentrate really hard in order to read manual communication.

The instructor asked these hard of hearing youngsters to evaluate manual communication on their last day at school. Nancy described her initial feeling of rejection and her slow and painful road to learning. However, she went on to write: "... I should say that I have never had such a peace of mind in school before—all my teachers and new friends are wonderful because they understand."

This can not help but make you sort of wonder how less fortunate children, with greater losses of hearing, feel when placed in an environment that is devoid of manual communication. Will they not ever be allowed to have peace of mind?—Leo M. Jacobs.

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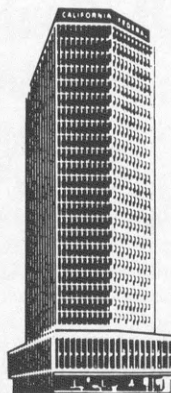
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From A Parent's Point Of View

Mary Jane Rhodes, Conductor

Last week I attended a meeting with some deaf friends. After serious thought and an okay from the people involved, I would like to share this experience with you. When I first moved to the Washington area, I met a salesman who regularly visits the National Association of the Deaf office. During a conversation one day, this man told me about a program that he was trying to begin for deaf people. It was such a new idea, but such a logical one, that I was very interested in knowing if it would succeed. Charlie H. is an alcoholic and an active member of Alcoholics Anonymous. He felt that there must be some deaf men and women who had a problem with alcohol, so he began attending language of signs classes at Gallaudet to learn to communicate with deaf people. His work involves calling on other organizations of the deaf and he dropped a word here and there about his desire to help deaf people who might be having a problem controlling their drinking.

Charlie arranged for interpreters twice a month at regular meetings of his chapter of AA. Even though there were no deaf people present, he insisted that everything be interpreted, just in case a deaf person walked in during the meeting. For a long time there was nothing to show for all the effort, except interpreters with tired arms. Perhaps this isn't quite true, because more and more hearing people kept joining the group. But Charlie wanted deaf people. At one point he suggested that since the purpose for beginning the chapter was to help deaf people—and none had showed up—perhaps he should close his group. The hearing people objected to his reasoning. He was discriminating against them just because they could hear. They convinced him that he should continue the meetings for them.

Then Charlie's hours of practicing signs and months of passing the word about his interest in deaf people began to pay off. He got his first call from a deaf person—a woman who realized that her dependence on alcohol was getting out of hand. With the help of Jini D. (a woman friend of Charlie's who is also an alcoholic) they succeeded in convincing this deaf woman that AA could help her.

After a short time, a deaf man heard about the work that Charlie and Jini were doing and joined the group. The word started to spread about the AA group for the deaf. Last week Charlie phoned me with the good news that the night before, nine deaf people had attended the AA meeting. Charlie's efforts had paid off—he had tied the national record for the number of deaf people who belonged to AA. Not nine in any one group—but a total of only nine other deaf people in the entire United States. When Charlie told me this, I decided that I wanted to

know more about this program that was helping deaf people in the Washington area. So, last week I traveled over into Virginia with Charlie to attend an AA meeting with four deaf people and about 40 hearing people.

Being a person who believes in telling it like it is, I couldn't help but be impressed with what happened that night. The man who was leading the meeting commented that he was there because he was a drunkard. If he took one drink it meant taking a lot of drinks. In the past alcohol had messed up his life, caused him to lose jobs, made him incapable of working and that he had reached the point where he lost interest in anything except how to get the next drink. Then he discovered a better way to live—and that was not to take the first drink. By sharing his problem with other alcoholics, he has found the strength and desire to live without booze. Joining the AA Fellowship gave him a new life, a new goal and friendships that he never had before.

He invited other people to share their experiences of alcohol addiction with the group. We heard many stories that night. Stories of ruined lives, broken marriages, lost jobs and the lack of self respect. But now these people who had had their lives ruined by their addiction for alcohol had a second chapter to add to the story of their life. They spoke of how much AA meant to them, how, through the friendship and understanding of other alcoholics, they had been able to overcome their need for alcohol.

There was a certain familiarity about the whole experience that kept tugging at my mind. Then I finally realized why. The air of friendship, caring and sharing was very similar to the feelings that I have had with deaf friends. When I first became involved in work with deaf people at the national level, I was always amazed at the way they treated me. It seemed to be a case of instant love and understanding. They seemed to say to me, we love you for trying to understand deafness. We respect you because you are doing something to help us solve some of the problems that exist for our deaf population. Here at this AA meeting was the same spirit of love and understanding and respect. You see these people also live with a handicap—the handicap of knowing that they can't use alcohol. They want to help other people who have the same problem. Just as I found answers on how to help my son live with deafness by association with deaf people—these men and women were helping each other find the answers on how to live **without** alcohol.

If any deaf person reading these words thinks that hearing people don't care about the deaf—just lift your head and look around. Charlie and Jini are proof of the love and understanding that is

possible. Charlie has given time every night for months to attend AA meetings with deaf people—and often Jini is with him. Charlie isn't an experienced interpreter. He has to struggle for the signs that will communicate to his deaf friends what is being said at the meetings. He feels strongly that deaf people need to know that they are not alone in their fight to overcome the need for alcohol—and that deafness need not separate them from other members of AA.

After the meeting that night we all went out to have coffee. I explained to my deaf friends that I would like to write a column about this AA program and asked what they felt I should say. One woman said that she was sure that at least 90% of the deaf people in the country had never heard of AA and that they had no idea of how it could help problem drinkers. A deaf man asked me to point out that sharing the problem of an addiction to alcohol with hearing people was very important to him in his battle to stop drinking. He didn't want an AA chapter just for deaf people. The knowledge that hearing people faced the same problem had made him reach out beyond the world of the deaf for understanding and help. A deaf woman said that she had learned more in three weeks of attending AA meetings than she had learned in five years of college. One of the group is now a student at Gallaudet.

Perhaps if you have a problem controlling your own drinking you are wondering what Alcoholics Anonymous is and how it works. I am not sure that I can tell you what AA is—but I think I can explain what it isn't. It isn't a bunch of bums, self-righteous snobs or religious fanatics. Neither is it a group of people who will kick you when you are down. If you try to stop drinking and slip, they are there to help you when you fall—all you need to do is to reach out a hand for help.

If you know that you drink a little more than you should—but you can't see any good reason for giving up the habit—maybe a few statistics about alcohol will help convince you that now is the time to seek help. Alcoholism is the number one killer in the United States today. It can cause heart trouble, ulcers, liver ailments, mental disorders, accidents and suicide. AA has a membership across the nation totaling 650,000, but there are an estimated 10 million alcoholics in our country today. These are mostly people who are still able to hold down a job and function well enough to hide their addiction for alcohol. There are bank presidents, Federal employees, educators, doctors, lawyers, carpenters, printers and dishwashers who manage to make it through the day somehow in spite of their dependence on alcohol. But there are also bank presidents, Federal employees, educators, doctors, lawyers, carpenters, printers and dishwashers who have learned to live without alcohol by not taking that first drink. This, I suppose, is what AA is—people from all walks of life who at one time found themselves tangled in the web of dependence upon a drink to help them

face life—but who have now found a better way to live. They have new strength, new goals, new friends and a new life that they would like to share with you if you have a drinking problem.

If you can't control your drinking, or if someone close to you is addicted to alcohol, please write me a letter and I will ask Charlie or some of my deaf friends to contact you. You needn't be worried about people knowing who you are because AA stands for Alcoholics Anonymous—no one is going to tell others of your problem. As a matter of fact, the code of AA prevents me from telling you Charlie and Jini's last names or publishing their addresses. So just address your letter to:

AA PROGRAM FOR THE DEAF
c/o Mary Jane Rhodes
6025 Springhill Drive, Apt. 203
Greenbelt, Maryland 20770

When the mail is addressed this way, I will not open it, but will pass it on to Charlie and he can tell you how to find help in your own area of the country. AA has chapters near all of you and they want to help. If you have a drinking problem please don't be too proud to ask for assistance from these people who are devoting their lives to helping other problem drinkers.

Sometimes people ask me where I acquired my understanding of deafness. My answer is that if I have had a measure of success in understanding deaf people, it is because I have lived with deafness

in my own family. If you should ask me why I am interested in the problems of alcoholics, I can give you the same answer—I have lived with alcoholism in my own family. I have witnessed the effects of alcoholism through three generations of my own relatives. My older brother is now an active member of AA. My younger brother died five years ago, at the age of 36, as a result of his excessive use of alcohol. He was very near and dear to me and his tragic death left its scar upon my life. Perhaps I am trying to heal my own wounds by writing this column—so Bob, wherever you are—I hope you approve of what I am saying. I couldn't reach you when you needed help—but perhaps because of my love for you I will be able to give hope and encouragement to others.



Junior National Association of the Deaf

Promoting the Tomorrow of All the Deaf Youth by Working With the Deaf Youth of Today

Kenneth V. Shaffer, JDA Executive Editor, 3320 Laurel Court, Falls Church, Va. 22042

Jr. NAD Camp At Swan Lake To Be Year-Round Facility

The Deaf Youth Development Camp at Swan Lake in Pengilly, Minn., site of the summertime camp sponsored by the Junior NAD, is open the year round and may be used by anyone through clearance with the national headquarters at Gallaudet College. Junior NAD sponsors and members, along with their immediate family members, are welcome to use the facilities for a certain period of time, free of charge.

The same privileges apply to the National Association of the Deaf officers and board members. Those directly involved in some official capacity with any national organization serving the deaf may use the facilities, but they are expected to make a reasonable contribution to the NAD's G. Dewey Coats Fund which serves our national deaf youth activities, including the camp scholarships for the summertime camp program.

Some 80 members of the Minnesota School for the Deaf Junior NAD chapter used the facilities the weekend of September 19. About 40 members of the Minnesota Association of the Deaf spent the Labor Day weekend at the camp painting the 64'x32' Gambrel-type activi-

ties building and sauna bathhouse, among other chores. A group of deer hunters and snowmobile club members from nearby states plan to use the facilities during the winter months.

Canteen sales and all other fund-raising projects involving the use of the camp facilities are to be earmarked for the national Junior NAD treasury which will be used to defray the expenses of the academic year program needs.

Official dates for the 1971 summer:

June 15-July 20 (5 weeks)—Recreational camp for deaf or hearing youngsters. \$75 a week. Youngsters may attend the camp from one to five weeks, and if he or she meets some special requirements, all summer through August 17.

July 20-August 17 (4 weeks)—Junior NAD's official Deaf Youth Development Camp program. \$75 a week. School-selected deaf youngsters and hearing youngsters interested in careers in the area of the deaf.

Further information relative to the camp program may be obtained by writing to: Junior NAD Headquarters, Gallaudet College, Kendall Green, Washington, D.C. 20002.

Jr. NAD Camp Featured In 'Know Your World'

For the second time within a span of about a year, the Junior NAD has been featured in "Know Your World," a weekly newspaper by American Education Publications/A Xerox Company, with editorial offices in Middletown, Conn.

The elementary school paper for November 4, 1970, carries an article about the Jr. NAD camp in Pengilly, Minn., last summer. Also in this publication is a picture of the campers at assembly for a session conducted by George Propp, secretary-treasurer of the National Association of the Deaf.

Kenneth R. Lane, formerly vice principal of the Maryland School for the Deaf, is professional editor in the special education department of American Education Publications and was instrumental in getting the Jr. NAD camp story published. According to Mr. Lane, "Over half a million students will read this."

In thanking Mr. Lane for the article, Frank Turk, national Jr. NAD director, emphasized:

"The feedback of the 1970 camp program has been terrific. The community support all summer was so unbelievable that we sort of lost ourselves in the concept that, as though planned collectively, everyone in the area was a partner in the business of pushing or pulling us through the inevitable obstacles of our first year of operation in Minnesota. But, we had only 12 hearing campers in our group of 75, way below expectations. It was most difficult for us to reach the hearing group although we were sure that there were many who would want to attend our camp. Now, with our article in your paper, we are ever so optimistic about getting our quota of the hearing kids for the 1971 program."

Something To Mull Over

"Young people have exalted notions because they have not yet been humbled by life or learned its necessary limitations. All their mistakes are in the direction of doing things excessively. They would always rather do noble deeds than useful ones; their lives are regulated more by moral feelings than by reasoning. They overdo everything—they love too much, they hate too much, and the same with everything else."—Aristotle.

The above is quoted from Knob Hill News for October 1970, a monthly publication of the Gallaudet Preparatory Department. As Paula Kuba, editor of this publication, noted, interestingly enough: "More than 2,000 years ago, student riots at the Acropolis brought forth that observation from Aristotle."

JNAD On President's Committee On Employment Of Handicapped

An invitation has been received by the Junior NAD to join the Youth Committee on the President's Committee on Employment of the Handicapped which operates on a nationwide basis.

The letter of invitation from Harold Russell, chairman of the committee, describes the function of the Youth Committee as "... to instill in the minds of American Youth an understanding of the productive potential of their handicapped peers and of all handicapped people in order to foster a climate of public acceptance.

"... We believe there is much the Junior National Association of the Deaf can contribute toward the effort of the Youth Committee to achieve these goals. Therefore, we would like to inquire whether your group would be willing to accept organizational membership."

Melinda Chapel, '75, chairman of the Midwestern Deaf Youth Leadership Demonstration held at the Indiana School for the Deaf, Indianapolis, in November 1968, has been designated as representative to the Youth Committee and the President's Committee. National JNAD Director Frank Turk will serve as advisor with the committee to assist in the effort to communicate with all members of the Junior NAD throughout the country.

Michigan Chapter Has Active, Varied Program

Last spring the Jr. NADers of the Michigan Chapter presented a comedy adapted from the story, "The Emperor's New Clothes." Two performances were given at Michigan School for the Deaf, Flint. Everyone thought it was very funny and that the members did a wonderful job.

The play was written and directed by Mr. Dallas Barker, assisted by Mrs. Julia Mayes.

Lisa Smith and Susan Haselkuhn, both seniors at the Michigan School, attended the Jr. NAD camp in Minnesota. Upon their return to school they gave interesting talks about their wonderful experiences at camp—so much they had learned in a short time and the canoe ride they would never forget. They urged the members not to send two, but more delegates to the camp next year.

This fall found old and new members enthusiastically joining for the 1970-71 year. They are eager to carry on last year's activities as well as to add some new ones. There will be Thanksgiving baskets for needy families, a Christmas party for the deaf patients at Lapeer State Home and Training School, holiday centerpiece projects to work on for the dining room tables and, best of all, taking part in a play next spring.

The officers for 1970-71 in this chapter are: President, Lawson McNally; vice president, Therese Pohl; treasurer, Craig Schloff; secretary, Betty McKendry; and corresponding secretary, Lisa Smith.—Chapter reporter.



MINNESOTA CHAPTER HONORS ALLENS—At the 1970 commencement of the Minnesota School for the Deaf, Faribault, Mr. and Mrs. Gordon L. Allen of Minneapolis were honored as "Minnesota Man of the Year" and "Minnesota Woman of the Year" by the Minnesota Chapter of the Junior National Association of the Deaf. In this picture, the Allens are receiving plaques. The larger ones are on permanent display at the Minnesota School.

Sutcliffe Family Presents Memorial Gift

In early November the Jr. NAD national headquarters was the recipient of a check in the amount of \$200 in memory of H. Lynn Sutcliffe who passed away on September 12, 1970. He was the father of Ronald E. Sutcliffe, director of purchasing at Gallaudet College.

As explained by his son, the senior Sutcliffe, when he attended the Iowa Association of the Deaf Convention last summer, was very much impressed by the interest shown by the Iowa Jr. NAD Chapter members in the adult proceedings of the convention, abandoning the usual pastime of visiting in the lobby. The son further explained that the Jr. NADers so impressed the adults that they influenced the IAD to become a Cooperat-

ing Member of the National Association of the Deaf.

In closing, his son wrote: "For these reasons, my father chose the Junior National Association of the Deaf to receive the memorial gift so that this gift could be applied to the seed of young citizens who will develop into outstanding leaders among the deaf, and to the betterment of the organizations of the deaf. Fifty dollars was given to the Iowa Chapter of the Junior National Association of the Deaf, and the rest may be applied in his memory toward the leadership camp.

"The family trusts his dreams will be accomplished and will follow with interest the progress of the Junior National Association of the Deaf."

NATIONAL ASSOCIATION OF THE DEAF

Affiliated Member Organizations

| | |
|--|----------------------|
| Talladega Club of the Deaf | Alabama |
| Capital City Association of the Deaf | District of Columbia |
| Cedarloo Club of the Deaf | Iowa |
| Deaf and Hard of Hearing Counseling Service, Inc. | Kansas |
| Wichita Association of the Deaf | Kansas |
| Gulf Coast Silent Club | Mississippi |
| Union League of the Deaf, Inc. | New York |
| Beaver Valley Association of the Deaf | Pennsylvania |
| Pittsburgh Association of the Deaf | Pennsylvania |
| Reading Association of the Deaf | Pennsylvania |
| York Association of the Deaf | Pennsylvania |
| Rhode Island Association of the Deaf | Rhode Island |
| Greater Greenville Silents Club | South Carolina |
| Austin Club for the Deaf | Texas |
| Richmond Club of the Deaf | Virginia |
| Quincy Deaf Club, Inc. | Massachusetts |



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YOUTH LEADERSHIP CAMP

Pengilly, Minnesota 55775

"LEARNING BY DOING"

July 20 – August 17, 1971

POSITIONS OPEN

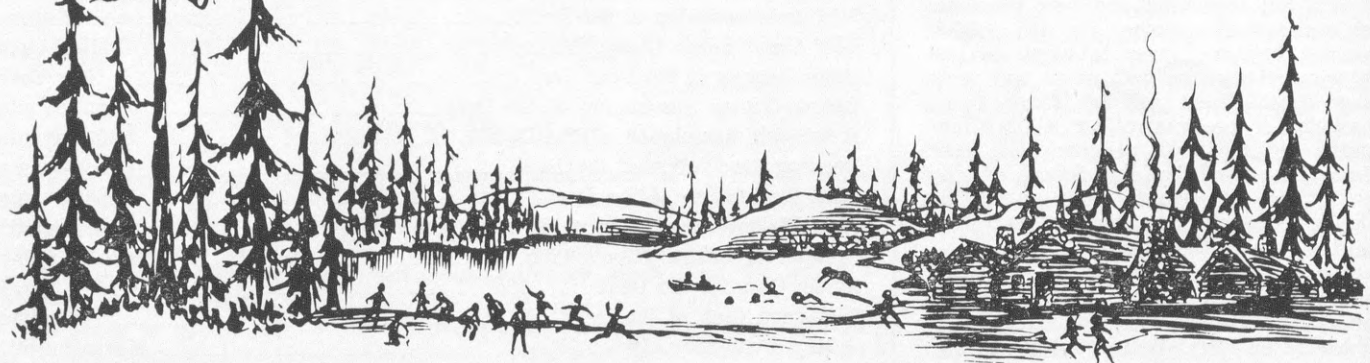
The 1971 Jr. NAD Youth Leadership Camp program is soliciting nominations and applications for the positions listed below. Candidates should have the following qualifications: 1) proven ability and related experience for certain positions; 2) experience with the deaf; 3) ability to use the simultaneous method of communication; 4) genuine interest in developing students' potentials. Room and board will be furnished by the camp plus salaries based upon qualifications and experience. Teacher trainees with the above qualifications will be considered.

- Assistant Camp Director
 - Camp Business Manager
 - Camp Secretary
 - Community Coordinator
 - Recreation Director
 - Public Relations Director
 - Head Boys Counselor
 - Head Girls Counselor
 - 8 Counselors
 - 2 Interpreters
- 10 Volunteer junior counselors are also sought. Room and board furnished.

DEADLINE FOR APPLICATIONS: MARCH 15, 1971

Address all correspondence to:

Gary W. Olsen, Camp Director
Jr. NAD Youth Leadership Camp
1200 East 42nd Street
Indianapolis, Indiana 46205
Home TTY: 317-545-0650



NATIONAL ASSOCIATION of the DEAF

Robert O. Lankenau, President



N.
A.
D.

President's Message

Our first Executive Board meeting following the 1970 convention in Minneapolis was held at the Indiana School for the Deaf, Indianapolis, December 4-6, 1970.

All Board members were present and a full agenda kept everyone busy until the early hours of Sunday morning.

Thanks are due to Superintendent Alfred J. Lamb for permission to meet on the school grounds, to the Indiana Jr. NAD chapter under the direction of Gary Olsen for their help in keeping hot coffee and donuts on hand, and to Mr. and Mrs. Lester Stanfill for their many acts of kindness and helpfulness in making our meeting a pleasant affair.

Not to be forgotten is Jess Smith, First Vice President, who arranged for motel lodging and the meeting room and saw to it that everyone had transportation to and from the motel.

Several other people pitched in to help and these included Eugene Petersen, the Norman Browns and Gary Olsen, who provided transportation. If I have overlooked anyone forgive me, and count yourselves as included here.

Yes, those Hoosier people really made us feel at home, made us feel wanted and made us feel important. For this, we are all truly grateful.

A full report of the meeting will be in this edition of THE DEAF AMERICAN or in the February issue. Be sure to read it.

Recently, my wife and I had the pleasure of inviting Abe and Virginia Miller who represent the Bestline Products Company, Inc., of San Jose, California, over to our home to discuss their company's policy in regards to setting up dealerships using the deaf people as salesmen.

Mind you, I am not trying to criticize nor am I trying to support this arrangement. My only reason was to try to get some facts and give our readers the chance to decide for themselves. This was because I had heard conflicting stories of the operation.

Abe and Gina, as they are called, work as special staff members of this company and they go about the country recruiting and training interested deaf individuals who have a desire to sell the products which consist mostly of detergents and household cleaning compounds. From what they say, the company is expanding to other items and will, eventually, include

George Propp, Secretary-Treasurer

at least 25 different products that will be of the highest quality the company can produce.

Four years ago, William E. Bailey and Robert W. Depew, president and vice president and director of sales, respectively, started out with a dream to furnish consumers with quality products used in normal, routine home cleaning chores. Most of their products were tested by various types of people in and around California for several years even before they attempted to sell to the general public.

Their sales volume the first year was a mere \$16,000 per month and at the present time has climbed to around \$7,000,000 per month. This, in itself, seems to show that it is an aggressive company selling quality products which the consumers need and want to buy.

Abe comes from Minnesota and Gina hails from Nebraska. They are the proud parents of three children and have ten grandchildren. Abe used to work as a linotype operator before becoming engrossed in his present work. One of Abe and Gina's sons is a distributor of Bestline products himself.

Both of them have been with the company three years this coming March 1971, and the Millers rank 47th out of thousands of distributors in sales volume.

This was accomplished mainly by hard work and a belief in what they had to sell was and is a good product. They have invented many innovations to help sell their products and they pass these ideas on to the deaf who see fit to sell Bestline products themselves.

The Millers have received a Cadillac automobile from the company as a reward for outstanding sales volume and this and other bonuses, such as diamond rings, free vacations, etc., are available to people who become "general" distributors only. There are, however, lesser value sales incentives for distributors down the line.

Training programs are set up all over the country to train people in the proper method of salesmanship and "direct" distributors can obtain the training on a local basis. Films used to train the hearing salespeople have subtitles so that the deaf can easily understand. There is also a method of using tape recordings so that deaf can sell to hearing people.

Abe and Virginia stress the point that company officials are very enthusiastic about having deaf people sell their products and also that they feel the qualified deaf persons can compete on the same level with hearing people by selling the products themselves and not depending on sympathy due to their handicap.

The method whereby a person works up from the ranks is a long and interesting story and space here does not permit my giving a complete outline.

Suffice to say, on questioning I found there are approximately 45 deaf "direct"

Frederick C. Schreiber, Executive Secy.

distributors who are responsible for supplying products to local distributors. There are also 17 "generals" (deaf) to date, in all parts of the country, Canada and Hawaii whose responsibility is to travel and teach others if they so desire.

"Direct" distributors buy direct from the company and sell to local distributors. These "direct" distributors can build up their own organization and grow to "generals."

A "direct" distributor is required to invest an unrefundable sum of around \$2,500 to \$3,000 and this gives them around \$5,500 worth of products at a 52% discount. They can sell all or part themselves or sell all or part to smaller, local distributors who cannot afford a large investment to start.

When a small, local distributor cannot afford a \$3,000 initial investment but wants to sell, he can buy directly from a "direct" distributor in small quantities and sell these. When his volume of sales reaches the minimum he becomes a "direct" distributor automatically. His profits in working up this way are smaller though—in the 32% range. After he reaches his minimum he can then buy direct from the company at a 52% discount. There is more to it, though, such as "generals" getting new "direct" distributors and receiving a percentage of all future sales and the like.

And so it goes; there is practically no limit to what a person can earn providing he is willing and able to work hard at it. This is no "get rich quick scheme." It is a bona fide arrangement where an individual is limited only by his enthusiasm and willingness to work hard and build up a sales force and a big sales volume that will even provide income at a later date or on retirement. It also requires study and a desire to get ahead.

The Bestline products have been advertised in such national magazines as Parent's Magazine, Life, Reader's Digest and others and have been endorsed by some as performing as claimed.

There is a blind-deaf couple now selling Bestline products and their picture was in the October issue of the company magazine. They (deaf-blind couple) like the ease of selling these soap products because they can distinguish one from another by the odor.

All in all, I was impressed by the enthusiasm of these two people to help the deaf become proficient in the sale of Bestline products and to earn an income commensurate with their abilities. They did not attempt to paint an easy picture and only have a desire to help the individual help himself.

It is not a business for the timid or those who do not want to go out and meet people and convince them of the quality of the products. It is not something for those who expect a product to sell itself. It is only for those who have a sincere desire to succeed, a desire to learn, a de-

sire to compete in a democratic society where one is free to work hard and to the best of his ability.

Abe and Virginia have proven that it can be done with hard work, they have shown that deafness does not, necessarily, need to be a handicap if you want to overcome it.

Perhaps there are deaf people who have experienced some success at this type of work and would like to share it. We would like to hear from them. There may also be some who have tried and failed due to reasons that may not be because of the quality of the products or the efforts of the company to encourage them, but simply due to the fact they are not born salesmen or have failed to work at it as they should.

The cleaning products are all biodegradable, which means they will not pollute our lakes and streams. Instead they break down and are decomposed in time. This is a valuable feature of these products.

It is interesting to note that at present the company sales force has reached the 40,000 mark and distributors come from all walks of life such as doctors, lawyers, cab drivers, teachers, construction workers, teenagers, grandparents, policemen, relatives, realtors, housewives, insurance men and the like. Yes, almost all types of people with a desire to earn a little extra income and engage in the system of free enterprise.

The company offers no quick, easy route to riches, but rather financial independence for each distributor through improved attitudes, knowledge and work habits. This sales force is built on challenge, not promise. It is up to you, the individual, to succeed or fail—the opportunity is there though. If you want to take a chance, be sure you ask for a complete and detailed description of their program and make sure you understand it clearly as well.

In conclusion, I wish to state that my wife and I have purchased many of these items and find them to work quite well. The "Lemon Lustre" used for polishing furniture is one of our favorites.

So, my friends let us not criticize our fellow deaf who desire to work hard to become a success. Instead, let us encourage this valuable trait and help these people to reach their goals. Not all of us are going to succeed but, mind you, those who work hard, have a desire, are willing to sacrifice, study and at least try their best should be respected for their efforts. That is what is in my book.—Lanky.

SUBSCRIPTION COMPLAINTS

Complaints regarding subscriptions to **THE DEAF AMERICAN** should be sent to **Robert F. Lindsey, Circulation Manager, THE DEAF AMERICAN, P. O. Box 1127, Washington, D. C. 20013.** Remittances for subscriptions should be sent to **THE DEAF AMERICAN, National Association of the Deaf, 905 Bonifant Street, Silver Spring, Md. 20910.**



By Frederick C. Schreiber

HOME OFFICE NOTES

"Deck the halls with boughs of holly..." As this is being written, the Home Office is well-decked and well-prepared for the holiday season. A small Christmas tree enhances our main offices; each of the other offices has something to remind us all that the old year endeth and the New Year beginneth. Looking back over the last 12 months, it is easy to say that they were busy, fruitful months and while we have had our ups and downs, successes and failures in this span of time, we can also look back with a degree of satisfaction on what had been accomplished and yet look forward to the year ahead.

During the past year we have seen our office staff grow, our spacious quarters taking on a somewhat cramped look as we continually add new projects and new equipment to what we have. The 4000 square feet of space that we felt would be adequate for the next two years isn't. We are so crowded now that we have borrowed space from our neighbors, J. C. Penney's, to keep some of our stock; additional stock including several thousand books have been stashed away in the home of the Executive Secretary, but these kinds of growing pains are pleasant instead of painful and keeps everyone on his toes.

As is usual there have been many changes in our office staff—people came and people left, but we have been fortunate in keeping our key people and moving on with a minimum of disruption by staff changes. It is sometimes difficult to realize that the bustling NAD office is the same office that moved to Washington in the fall of 1964. Then we had 450 square feet of office space, only one secretary, one telephone, three desks and one typewriter plus two file cabinets and assorted other items. Today we have 20 desks, about the same number of file cabinets, typewriters and an assortment of office equipment we never dreamt of having back in 1964. All of these things make looking forward a pleasant occupation and we all look forward to 1971 and the challenges it will bring. At the same time, the entire staff of the Home Office join me in wishing all of you the happiest of New Years.

During the past two months the office has been quite busy. One of our major tasks, list-building for the Census, was due to end in December 1970. We are pleased to report that while we are not 100% satisfied with the work we have done in list-building, we did exceed by almost 100% the number of individual names on

our lists. Which is to say that we expected we would get about 165,000 unduplicated names on our lists, and as this is being written, but before the list-building phase comes to a stop, we have close to 350,000 names and may go to 400,000 before December 31 comes around. It goes without saying that this could not have been accomplished without the support and cooperation of many people, clubs, state associations, churches, and the other national organizations such as the NFSD, the AAAD, NCJD, ICDA, GCAA, etc. We are greatly in their debt, as we are to the many individuals whose personal contributions to the Census have made all this possible.

OUR NEXT TASK is the verification of our lists. This is really one of the more important tasks which will make or break the Census. Shortly, if you have not already received it, you will be getting a questionnaire from the Census. This questionnaire asks for simple information; name, age, sex, religion, and has some questions on your hearing ability. We need your help in seeing to it that the questionnaires are answered and returned to us promptly. Because we have so many names, this is doubly important as we must get as good a response as we can. There may be people who need help in filling out their forms. If this is so, help them. There may be people who can hear who receive these forms, and if so urge them to fill them out and return them anyway. Of course, hearing people will not be counted in the Census, but we cannot know they can hear unless and until we get the forms back. The higher the response rate, the better our census will be.

Once hearing people have been eliminated from our lists, there will be still other problems. Some people will get more than one questionnaire—this may occur for many reasons—women may get questionnaires under their maiden as well as married names, or because we have the correct name but two different addresses. Since we cannot determine which address is correct, both are mailed and one will be forwarded to the right address. If this happens, mail both back. Fill in the one with your correct address completely; put your correct address on the other and check the "Duplicate" box and send it back. If you get more than two, treat the others the same way and send them all back. Remember, the only way we will know what happened to the 400,000 questionnaires is for us to get them back.

In this issue of the DA is our audited financial report for 1969-70. If the deficit makes you nervous, you might get some consolation in figuring that the NAD is now on par with the United States Government—we both have deficits. Fortunately, where the NAD is concerned, we also had an accumulated surplus starting in 1966 to absorb our current losses. It is not expected that such deficits will continue and we should be back in the black during the next fiscal year.

This is also the time in which our annual notices relating to the Cooperating Member (state) associations get into the

mail. The quotas are based on membership as of December 31, 1970; the names and addresses of state officers are updated; information about state conventions is solicited since this information is published and can assist our members in deciding on their summer vacations. This requires considerable work in changing the various lists we have, and as is often the case when there is a great deal of work to be done, we may miss someone. If you should discover you are not receiving materials that other people are getting, then you should contact us so we can be aware of our errors. After all, the old saying "No news is good news" is still true and if we have no news we just assume that for once we did things right.

During the first weekend in December, the Executive Board of the NAD held its annual meeting in Indianapolis. The minutes of that meeting will be printed in the next issue, so aside from commenting on the hospitality of Superintendent Alfred J. Lamb and our members in the Hoosier State, nothing more will be said. But the hospitality was wonderful. We are already working on implementing the decisions made in Indianapolis, and one of the more important ones has been to "reactivate our Home Office Building Committee." Many of us still harbor the dream of a home of our own, and it is pleasant to report that this goal is still high on the list of priorities of the Executive Board. During the coming year we shall again be looking for suitable property on which we can find or can build the kind of office facility that every deaf person in the United States can point to with pride and say "That's ours!" From time to time we hope to be able to report on our progress in this direction so that our readers will know just what is being done to reach that cherished goal.

An additional step forward has been the proposed meeting of the National Advisory Committee on Education of the Deaf and the member organizations of the Council of Organizations Serving the Deaf. This is a most progressive step and we look for increased cooperation between that committee and the consumer organizations. We are hopeful that the meeting will result in a meaningful program which will insure that the NACED will be utilized to its fullest potential.

THE EXECUTIVE SECRETARY has been extremely active in many areas. In particular in relation to the National Center for Deaf-Blind Youths and Adults. This Center is becoming fully operational at last, and it is hoped that the deaf people will take much more interest in what is being done for the deaf-blind, and perhaps be of more assistance than we have in the past.

On the whole, the office is as busy as ever and we are at least content that we can say the new year is off to a good start. We have Jim Robertson back with us again after a four-week stint at the Institute of Modern Procedures where he has been learning more about operating our presses. Also Sophia Zimmermann,

National Association of the Deaf

New Members Since August 1, 1970

Mr. and Mrs. Dale R. Anderson, Illinois
Paul Gallagher, Minnesota
Mr. and Mrs. Peter Shuart, Maryland
Mr. and Mrs. George Scheler, Jr., Oregon
Richard Babb, Michigan
John R. Eichorn, Massachusetts
Theresa Tanquary, Illinois
Edward Corbett, Jr., Louisiana
Leslie P. Peterson, Minnesota
Mr. and Mrs. Benjamin Myerovitz, Maryland
Denise Proulx, New Hampshire
Carlos Velazquez, Michigan
Nancy E. Rosoff, Massachusetts
Ann MacIntyre, Massachusetts
Dr. and Mrs. R. E. Yanowitch, New York
Susan Krusch, New York
Mr. and Mrs. Edward Tellem, Pennsylvania
Mr. and Mrs. Harvey Goodstein, Maryland
Mr. and Mrs. Emil Rassofsky, Maryland
Mr. and Mrs. Charles McKinney, New York
Mr. and Mrs. R. Upchurch, Maryland
Mr. and Mrs. Jack Allen, Maryland
John Nelson, Illinois
Natalie Prell, Wisconsin
Thomas Pyne, Florida
Eva M. Ray, Illinois
Frank Rezzuto, Illinois
Ramona Rush, Maryland
Deane Senechal, North Dakota
William L. Travis, California
Florence Van Dyke, Missouri
Margaret Wakefield, Illinois
Richard Walker, Minnesota
Prince A. Watson, California
Gerald R. Wear, Oregon
Roland Whitset, California
Frances Manzella, Virginia
Peter Fillus, Jr., Wisconsin
James Oster, Arizona
Mary E. Holladay, Tennessee
L. Alice Donoghue, Wisconsin
Ruth M. Clinard, Tennessee
Wendy J. Gordon, Maryland
Cathryn Knoblock, Illinois
Forrest Nickerson, Canada
Charles E. Boyd, Pennsylvania
Roger Johnson, California

who is taking Rita Dodson's place while Rita is off having another baby. Incidentally, readers will be pleased to learn that the baby has arrived, an 8-pound 8-ounce girl. Also on a work-study program we have Laura Katz, the daughter of Mrs. Lee Katz, who is well known to NADers as the administrative assistant to Mervin D. Garretson. This leaves only the position of office manager yet unfilled. Hopefully during the coming year we will also be able to fill the position of Assistant to the Executive Secretary although at this writing we have not yet determined where the money is to come from. But come what may, we hope that 1971 will be better than 1970, just as 1970 was better than 1969 and each year before.

Walter Paleczny, Minnesota
Denis G. Day, Canada
Karen Holte, North Dakota
Mrs. James Baldwin, Maryland
Wayne Black, Minnesota
Alan Bloom, Minnesota
Barbara Dickinson, Maryland
Donna Drake, District of Columbia
George B. Elliott, California
Rosa Jones, Wisconsin
Vandia F. Kendrick, Maryland
A. Ruth Kahlroser, Kansas
Elizabeth Mack, New Mexico
Barbara Marshall, Pennsylvania
Lydia S. Abbott, Maryland
Carolyn V. Luke, Washington
Mrs. Charles A. Herbold, Iowa
Katherine Lenz, Ohio
Guy Calame, Oklahoma
Julia Hefley, Minnesota
Mr. and Mrs. Charles Estes, Alabama
Mr. and Mrs. John Urbowski, Illinois
Mr. and Mrs. Joe Call, New York
Mr. and Mrs. Ray Nelson, Illinois
Mr. and Mrs. Bert S. Hill, Texas
Mr. and Mrs. Lloyd Carlson, California
Mr. and Mrs. Billy Barton, Missouri
Mr. and Mrs. James Perhai, Illinois
Mr. and Mrs. Gerald Pelarski, Maryland
Mr. and Mrs. James Jones, Minnesota
Mr. and Mrs. John Kuglitsch, Wisconsin
Mr. and Mrs. Dwayne Werner, Virginia
Mr. and Mrs. Craig Maddox, South Carolina
Mr. and Mrs. Gerald Holmes, Michigan
Mr. and Mrs. Phillip Vella, Illinois
Mr. and Mrs. Robert Taylor, Nebraska
Mr. and Mrs. John S. Reed, Nebraska
Mr. and Mrs. Henry Pierz, Connecticut
Minnie Bache, District of Columbia
Mark Alan Corson, Ohio
Patrick Graybill, New Jersey
Fredericka C. Norman, Connecticut
Jane Wilk, Connecticut
Phyllis Steinberg, Oklahoma
Cheryl Conte, Connecticut
Mary Beth Miller, Connecticut
Richard J. Kendall, Connecticut
Mr. and Mrs. Edmund Waterstreet, Connecticut
Russell Chauvenet, Maryland
Albert G. Seal, Louisiana
Rev. David Linehan, Washington
Alfred Marotta, Massachusetts
Michael J. Bello, Massachusetts
Susan Bass, Massachusetts
Linda Yenkin, Massachusetts
Barbara Langlois, Massachusetts

New Jersey Association To Hold 1971 Convention At Saddle Brook

The second biennial convention of the New Jersey Association of the Deaf will be held June 25-27, 1971, at the Marriott Motor Hotel, Garden State Parkway and Interstate 80, Saddle Brook, N. J. The North Jersey Chapter is sponsor. Convention chairman is Charles B. Good, 435 East 28th Street, Paterson, N. J. 07514.

National Association of the Deaf CONTRIBUTIONS

General Contributions

| | |
|--------------------------------------|----------|
| Mr. and Mrs. Ralph Miller | \$ 10.00 |
| Anita Ettinger | 25.00 |
| Charles Thompson Hall | 50.00 |
| D. E. Yates | 1.00 |
| Norton Adler | 10.00 |
| Robert Clingenpeel | 1.00 |
| Society of the Deaf, Cleveland, Ohio | 25.00 |
| Arthur Bass | 3.00 |
| Anonymous | 1.00 |
| Roy Tuggle | 100.00 |
| Walter Krohngold | 25.00 |
| Boyce Williams | 131.00 |
| William Purdy, Jr. | 10.00 |
| Georgie Holden | 5.00 |
| Donald Rotter | 1.00 |
| Eugene Bergan | 1.00 |
| Lewis Cantwell | 5.00 |
| Mr. and Mrs. Robert Everhart | 25.00 |
| Joseph Burnett | 25.00 |
| Charles Core | 10.00 |
| Abe Miller | 31.15 |
| James George | 25.00 |
| Clyde McMullan | 10.00 |
| Loy Golladay | 10.00 |
| Alba Henneman | 50.00 |

In Memory of Todd Griffing

| | |
|------------------------------|----------|
| Mr. and Mrs. Richard Plummer | \$ 10.00 |
| Mr. and Mrs. Robert Skinner | 5.00 |
| Mr. and Mrs. Carl Kirchner | 5.00 |
| Mr. and Mrs. Jim Dorrance | 5.00 |
| Mr. and Mrs. Gerald Burstein | 3.00 |
| Bob Lennan | 5.00 |

In Memory of Robert Greenmun

| | |
|-----------------------------|---------|
| Mr. and Mrs. Robert Skinner | \$ 5.00 |
|-----------------------------|---------|

In Memory of David Wilson

| | |
|---------------------------------|---------|
| Mr. and Mrs. Robert O. Lankenau | \$10.00 |
|---------------------------------|---------|

In Memory of Julius Salzer

| | |
|----------------------------|---------|
| Mr. and Mrs. Joseph Miller | \$ 2.00 |
|----------------------------|---------|

Order of Georges

| | |
|-------------|----------|
| S. E. Scott | \$100.00 |
|-------------|----------|

G. Dewey Coats Fund

| | |
|-----------------------------|----------|
| Marvin Rood | \$100.00 |
| Lloyd Harrison | 50.00 |
| Ben Hoffmeyer | 25.00 |
| Thomas Behrens | 25.00 |
| Akron Aux-Frat | 100.00 |
| Martha Bloom | 10.00 |
| Dr. Edwin Martin | 20.00 |
| Mrs. G. Dewey Coats | 50.00 |
| Hicks, Bushnell and Hicks | 25.00 |
| Mr. and Mrs. Rozelle McCall | 25.00 |
| Mr. and Mrs. Gordon Allen | 20.00 |
| Norman Tully | 10.00 |
| Frances Parsons | 10.00 |
| Herbert Pickell | 25.00 |
| Lillian Skinner | 127.00 |
| Joseph Kindred | 10.00 |
| Victor Galloway | 5.00 |
| Stokes Printing Co. | 25.00 |

In Memory of Lynn Sutcliffe

| | |
|--------------------------------|----------|
| Mrs. Lynn Sutcliffe | \$200.00 |
| Mr. and Mrs. Ernest Langenberg | 10.00 |

In Memory of Mrs. Rose Lankenau

| | |
|-------------------------------------|---------|
| Gladys Etnire | \$ 5.00 |
| Roland Pritz | 5.00 |
| Mr. and Mrs. Frederick C. Schreiber | 10.00 |

NATIONAL ASSOCIATION OF THE DEAF Annual Report—May 1, 1969, to April 30, 1970

THOMPSON & BELLOFF
Certified Public Accountants
8728 Colesville Road
Silver Spring, Md. 20910
November 12, 1970

National Association of the Deaf
905 Bonifant Street
Silver Spring, Md. 20910

We have examined the accompanying statements of Cash Received and Disbursed and Changes in Fund Balances of the National Association of the Deaf for the fiscal year ended April 30, 1970.

The services performed by us were primarily the installation of an integrated system of accounts, furnishing cost data covering indirect cost rates and indoctrination of accounting personnel in proper record keeping procedures. Due to the fact that the records were incomplete, that the prior year's statements had been prepared by other accountants and the impossibility of obtaining information relating to amounts paid to Na-

tional Association of the Deaf on specific grants, we are unable to express an opinion on the statements presented.

UNEARNED INCOME

Funds collected for subscriptions to the "Deaf American" apply to issues for years in advance. At April 30, 1970, such subscriptions applicable to periods subsequent to that date amounted to \$21,009.96.

With respect to the status of the grant program, a comparison was made between funds advanced to National Association of the Deaf for the three years May 1, 1967, to April 30, 1970, and the direct and indirect costs applicable to such grants. This comparison indicated that as of April 30, 1970, grant funds received in excess of costs amounted to \$8,642.16, subject to further negotiation with the Department of Health, Education and Welfare.

Thompson & Belloff

NATIONAL ASSOCIATION OF THE DEAF Cost Statement May 1, 1969, to April 30, 1970 Schedule 1

| | Direct Grant Costs | N. A. D. Indirect Costs | Deaf American Costs |
|--------------------------------|--------------------------|-------------------------------|---------------------------|
| Office Salaries | \$100,420.50 | \$14,408.80 | \$ 2,950.00 |
| Executive Director's Salary | | 17,353.68 | |
| Payroll Taxes | 3,397.37 | 941.35 | 86.40 |
| Rent | | 11,179.20 | 134.00 |
| Travel | 45,097.85 | 1,310.33 | 127.70 |
| Professional Services | 49,067.50 | 605.30 | |
| Publications | 4,507.50 | 1,142.81 | 81.55 |
| Data Processing | 1,305.25 | | |
| Convention Expenses | | 125.00 | |
| Printing | 13,953.25 | 982.54 | 17,139.04 |
| Supplies | 5,052.79 | 3,952.23 | 46.48 |
| Postage | 1,971.37 | 2,487.99 | 848.09 |
| Telephone and Telegraph | 3,280.11 | 1,164.21 | 301.65 |
| Freight and Express | 85.09 | 611.38 | 51.03 |
| Maintenance and Repairs | 80.26 | 1,274.53 | |
| Advertising | | 120.00 | |
| Standing Committee Expense | | 291.32 | |
| Bank Service Charges | | 2.10 | |
| Insurance | 1,550.68 | 639.39 | |
| Dues and Subscriptions | | 371.00 | |
| Board Meetings | | 1,542.84 | |
| Returned Checks | | 149.24 | |
| Miscellaneous Expenses | 431.97 | 2,148.91 | 43.15 |
| Executive Secretary's Expenses | | 1,665.92 | |
| Commissions | | | 671.40 |
| President's Expenses | | 250.00 | |
| Per Diem | 12,463.63 | 498.44 | |
| Secretary-Treasurer's Expenses | | 125.00 | |
| | \$242,665.12 | \$65,343.51 | \$22,480.49 |

NATIONAL ASSOCIATION OF THE DEAF Statement of Cash Received and Disbursed May 1, 1969, to April 30, 1970 Exhibit A

| | |
|---|--------------|
| Cash Received | |
| Grant Funds | \$301,340.00 |
| Affiliation Fees | 100.00 |
| Memberships | 9,976.70 |
| State Quota Contributions | 8,308.35 |
| Convention Receipts | 402.55 |
| Sales of Publications | 8,655.45 |
| Subscriptions to the "Deaf American" | 16,786.09 |
| Advertising Sales | 577.45 |
| Investment Income | 2,869.08 |
| Captioned Film Income | 6,102.98 |
| Leadership Training Program Income | 409.84 |
| Payment for Services Rendered | 10,114.70 |
| Miscellaneous Contributions | 7,652.40 |
| Total | \$373,295.59 |
| Cash Disbursed | |
| Direct Grant Costs (Schedule 1) | \$242,665.12 |
| Indirect Costs (Schedule 1) | 65,343.51 |
| Cost of Publishing the "Deaf American" (Schedule 1) | 22,480.49 |
| Publications Purchased for Resale | 9,647.00 |
| Cost of Services Rendered | 10,114.70 |
| Office Equipment Purchased | 10,793.82 |
| Payment of Accounts Payable at April 30, 1969 | 4,377.15 |
| Payroll Taxes Paid | 26,484.15 |
| Payroll Taxes Deducted from Employees | (27,474.73) |
| Employees' Insurance Paid | 1,498.66 |
| Insurance Deducted from Employees | (1,386.47) |
| Deposits with Suppliers | 550.00 |
| Total | \$365,093.40 |
| Excess of Receipts over Disbursements | \$ 8,202.19 |
| Add Cash Balance May 1, 1969 | 62,294.13 |
| Cash Balance April 30, 1970 | \$ 70,496.32 |

NATIONAL ASSOCIATION OF THE DEAF
Statement of Changes in Fund Balances
For the Year Ended April 30, 1970
Exhibit B

At April 30, 1970, fund balances consisted of the following:

| | Operating Fund | Coats Memorial Fund |
|--|---------------------|---------------------|
| Cash on deposit | | |
| National Bank of Washington | \$ 26,016.66 | \$196.50 |
| Suburban Trust Company | 27,052.31 | |
| Savings Accounts | | |
| Montgomery Federal | 11,569.99 | |
| Home Building | 3,164.49 | |
| Union Trust Co. | 1,946.37 | |
| Union Trust Co. Principal | | |
| Cash in Custodian Account | 500.00 | |
| Petty Cash Fund | 50.00 | |
| Advances to Junior NAD and others | 2,744.44 | |
| Prepaid Expenses | 3,248.74 | |
| Investment Securities (at cost) | 24,864.73 | |
| Office Equipment \$22,985.79 less accumulated depreciation of \$4,592.97 | 18,392.82 | |
| Deposits with Suppliers | 975.00 | |
| Total | \$120,525.55 | \$196.50 |
| Deduct | | |
| Amounts due government agencies for withholding from salaries | \$ 3,078.63 | |
| Unearned subscriptions to the "Deaf American" | 21,009.96 | |
| Unearned grant funds | 8,642.16 | |
| Total | \$ 32,730.75 | |
| Fund Balances (as above) | \$ 87,794.80 | \$196.50 |

NATIONAL ASSOCIATION OF THE DEAF
Statement of Changes in Fund Balances
For the Year Ended April 30, 1970
Exhibit B

| | Operating Fund | Coats Memorial Fund |
|--|---------------------|---------------------|
| Fund Balances, May 1, 1969 | \$ 58,940.88 | \$196.50 |
| Add | | |
| Excess of cash receipts over disbursements (Exhibit A) | 3,202.19 | |
| Expenditures in connection with the purchase of office equipment | 10,793.82 | |
| Net increase in advances at end of year over beginning of year | 278.25 | |
| Net decrease in unearned grant funds at end of year over beginning of year | 19,034.24 | |
| Excess of insurance advances over disbursements | 112.19 | |
| Net increase in prepaid expenses at end of year over beginning of year | 991.55 | |
| Increase in deposits with suppliers | 550.00 | |
| Payment for accounts payable at beginning of year | 4,377.15 | |
| Total | \$103,280.27 | \$196.50 |
| Deduct | | |
| Decrease of investment securities | \$ 168.13 | |
| Excess of amounts withheld from salaries over amounts remitted to government agencies | 990.28 | |
| Increase in amount of unearned "Deaf American" subscriptions at end of year over beginning of year | 12,568.17 | |
| Non-cash item reflected in books but not deducted in Exhibit A—depreciation of office equipment | 1,758.89 | |
| Total | \$ 15,485.47 | |
| Fund Balance, April 30, 1970 | \$ 87,794.80 | \$196.50 |

| NATIONAL ASSOCIATION OF THE DEAF Consolidated Monthly Financial Report November 1970 | |
|---|--------------------|
| Income | |
| National Association of the Deaf | |
| Captioned Films | \$ 913.80 |
| Contributions | 17.00 |
| Convention | 50.00 |
| Dividends | 198.65 |
| Indirect costs for grants | 3,598.48 |
| Membership dues | 1,093.00 |
| Publications | |
| "Basic Course in Communications" | \$ 635.70 |
| Fant | 1,013.47 |
| Riekehof | 203.55 |
| Watson | 365.25 |
| "Dictionary of Idioms" | 137.10 |
| Others | 444.22 |
| Total | \$ 799.29 |
| Reimbursements | 702.58 |
| Jr. NAD | 581.10 |
| Redeposit | 100.00 |
| Total | \$10,053.90 |
| Deaf American | |
| Deaf American subscriptions | \$1,267.00 |
| NAD subscriptions | 439.00 |
| Single copies | 15.00 |
| Total | \$ 1,721.00 |

| Grants | |
|---|--------------------|
| Total | \$18,500.00 |
| Expenses | |
| National Association of the Deaf | |
| Advertising | \$ 6.25 |
| Captioned Films | 206.69 |
| Convention expenses | 1,026.46 |
| Deaf American (membership) | 439.00 |
| Executive Secretary's expenses | 211.93 |
| Executive Secretary's salary | 1,538.00 |
| F.I.C.A. | 107.04 |
| Freight | 31.57 |
| Furniture and equipment | 374.50 |
| Insurance | 39.06 |
| Inventory | 680.57 |
| Miscellaneous | 144.82 |
| Payroll | 2,190.00 |
| Per diem | 6.10 |
| Postage | 163.16 |
| Printing | 7,362.75 |
| Professional services | 1,140.00 |
| Publications | 6.00 |
| Rent | 1,475.00 |
| Repair and maintenance | 92.07 |
| Services rendered | 1,509.21 |
| Supplies | 611.35 |
| Telephone | 106.21 |
| Travel | 392.00 |
| President's expenses | 50.00 |
| Jr. NAD | 500.00 |
| Total | \$20,409.76 |

| Deaf American | |
|----------------------|--------------------|
| F.I.C.A. | \$ 14.40 |
| Freight | 52.75 |
| Payroll | 335.00 |
| Postage | |
| Home Office | \$ 24.77 |
| 3rd class | 48.83 |
| Total | 73.60 |
| Printing | 1,500.14 |
| Rent | 10.00 |
| Telephone | 16.20 |
| Travel | 6.60 |
| Refunds | 16.00 |
| Total | \$ 2,024.69 |

| Registry of Interpreters for the Deaf Grant 14-P-5510 3/3-04 | |
|--|--------------------|
| Personnel | |
| F.I.C.A. | \$ 63.00 |
| Insurance | 50.07 |
| Salary | 2,773.80 |
| Total | \$2,886.87 |
| Postage | 32.37 |
| Printing | 189.50 |
| Supplies | 140.06 |
| Telephone | 68.07 |
| Travel | 87.00 |
| Indirect costs | 694.57 |
| Per diem | 69.00 |
| Total | \$ 4,167.44 |

| Communicative Skills Program Grant 44P15045 | |
|---|-------------------|
| Personnel | |
| Salaries | \$2,588.54 |
| F.I.C.A. | 53.88 |
| Benefits | 21.46 |
| Total | \$2,663.88 |
| Professional Services | |
| Teachers | 400.00 |
| Total | 400.00 |
| Travel | |
| Director | 407.62 |
| Other | 429.58 |
| Total | 837.20 |
| Per Diem | |
| Other | 60.56 |
| Total | 60.56 |
| Other | |
| Supplies | 201.50 |
| Comm./Shipping | 111.04 |
| Administrative Costs | 800.00 |
| Total | 1,112.54 |
| Indirect Costs | 341.93 |
| Total | 4,616.11 |

| National Census of the Deaf Grant 14-P-55107/3-02 | |
|---|--------------------|
| Employe benefits | |
| Insurance | \$ 85.76 |
| F.I.C.A. | 255.16 |
| Total | \$ 340.92 |
| Payroll | 6,268.79 |
| Per diem | 84.00 |
| Printing | 90.50 |
| Professional services | |
| Data processing | 1,291.58 |
| Total | 1,291.58 |
| Supplies | 324.27 |
| Telephone | 205.17 |
| Travel | 204.70 |
| Indirect costs | 1,761.98 |
| Total | \$10,571.91 |
| Total Grant Expenses | \$19,355.46 |

State Associations

Missouri Association of the Deaf Convention At Excelsior Springs

Elms Motor Hotel at Excelsior Springs, Mo., will be headquarters for the biennial convention of the Missouri Association of the Deaf, June 11-13, 1971. Chairman in charge of arrangements is Leslie C. Hall, 901 Dewey, Grandview. Mo. 64030.

New England Gallaudet Association Continues NAD Cooperation

At its biennial convention in Newport, R. I., last September, the New England Gallaudet Association voted to continue as a Cooperating Member of the National Association of the Deaf. The following officers were elected:

President, John Spellman; vice president, Jordan Johnston; secretary, Elizabeth Spellman; treasurer, Leon Goodman; trustee (six-year term), Louis Blanchard.

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| Sign Language Books | | |
| Fant's Say It With Hands (plus postage) ---- | ----- | 3.50 ----- |
| Watson's Talk With Your Hands (postpaid) -- | ----- | 5.00 ----- |
| Riekehoff's Talk to the Deaf ----- | ----- | 4.95 ----- |
| LaVera Guillory's Expressive and Receptive Fingerspelling for Hearing Adults ----- | ----- | 1.00 ----- |
| 24" x 28" Wall-size Watson manual alphabet charts ----- | ----- | 1.50 ----- |
| 3¾" x 6" Watson manual alphabet cards ---- | ----- | .05 ----- |
| DEAF AMERICAN binders (hold 24 issues) --- | ----- | 2.50 ----- |
| Key chains (with NAD emblem) ----- | ----- | 2.50 ----- |
| Tape measures (with NAD emblem) ----- | ----- | 1.00 ----- |
| | TOTAL | |

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Donations From Inland Empire Residents Assure Bob Holmes' Adelboden Trip

13 Other Selected USA Deaf Skiers Already or Will Make It; Susan Mozzer Hits \$1,494.24;

Russians To Compete in the Winter Games for the First Time

By ART KRUGER, Sports Editor

7530 Hampton Avenue #303, Hollywood, Calif. 90046

From January 25 to January 30 about 150 top deaf skiers from 18 nations will be wriggling down the craggy mountains of Adelboden, Switzerland, in the VII World Winter Games for the Deaf, known to the hearing public as "Deaf Winter Olympics."

There will be 15 Americans—six girls and nine men—among them . . . if they can raise the needed funds to go. Each must raise \$1,200 to finance his trip there which also includes a tour of Berlin and London. They will be gone from January 7 until February 7.

According to the Swiss Newspaper for the Deaf ("Schweizerische Gehorlosen-Zeitung") for November 1970, the "Russians are coming." This will be their first appearance in the Winter Games since the first one was held at Seefeld, Austria, in 1949. Russia will bring 9 women and 12 men to Adelboden.

Other nations have registered for the Winter Games are Belgium, West Germany, Canada, Finland, France, Italy, Norway, Poland, Sweden and Switzerland. Also expected to enter the Adelboden Games are Yugoslavia, Austria, East Germany, Spain, Japan and Czechoslovakia.

Poland, Belgium, Spain and Czechoslovakia also are newcomers to the Winter Games.

Contributions from Inland Empire residents have cleared the way to send Rosalia and Spokane ski racer **Bob Holmes** to the Winter Games, and he became the first person to make it. **William L. Hart**, vice

president of Washington Trust Bank in Spokane and secretary-treasurer of Bob Holmes WGD Fund, said that the sponsoring committee was very pleased with the generous prompt response as the money for Holmes' Swiss trip was raised in less than two weeks. Among organizations which contributed are the Spokane Athletic Round Table, Davis School for the Deaf PTO, Rosalia High School Pep Club, Mt. Spokane Chair Lift, Inc., and Selkirk Ski Club. Many persons also gave and a collection taken by the No Alibi Adult Downhill Ski Race Committee at the Warren Miller ski movie netted more than \$100.

Holmes, who is 33, has been skiing for 16 years. He became deaf at the age of six months from chicken pox. He attended Spokane's Davis School for the Deaf, Lewis and Clark High School, Spokane Technical and Vocational School and Spokane Community College, completing his education in 1964. He and his brother Ed farm in Rosalia, where their mother, Mrs. Gladys K. Holmes, still lives. Bob also works as a welder at Mobile Scaff, Inc., at Spokane Industrial Park.

Because he can't hear, Bob couldn't take conventional ski instruction and is largely a self-taught ski racer. He polished his technique by following race coaches on Mt. Spokane, watching classes as they were taught and mimicking actions of other racers.

His mother said Bob's enthusiasm for racing has resulted in a happy side effect for the young athlete. As a younger boy he had a tendency toward asthma but his conditioning program and long distance running has virtually eliminated this.

A veteran of 16 years skiing, Holmes hits the slopes at Mt. Spokane and Jackass Ski Bowl at Kellogg. He has competed for the past three years at races for the deaf in California, Vermont and Colorado. He also spends time at Sun Valley where his brother Ed works as a ski patrolman.

Edna E. Davis, principal emeritus of the Davis School for the Deaf, has this to say about Bob Holmes in her letter to us . . .

"When Bob Holmes became interested in ski racing it was to be expected that he would become one of the nation's top-ranking skiers, as Bob is that kind of a person. We are delighted because he has been named to the U.S. team for the Winter Olympics for the Deaf at Adelboden, Switzerland. It is a well-earned honor.

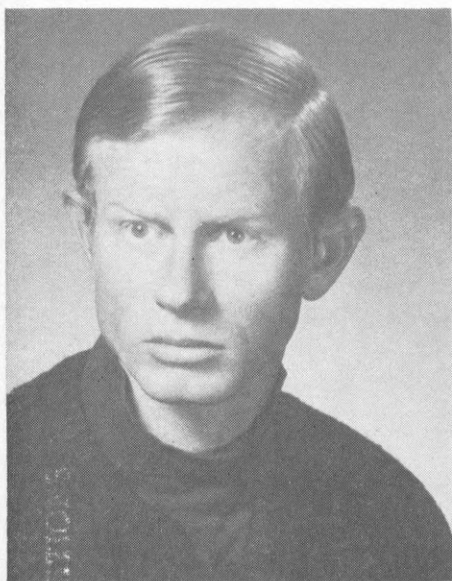
"When Bob was a young child he was enrolled in Spokane's city school for acoustically handicapped children and I was his first teacher. I soon found out that he was an outstanding little lad. When he made up his mind to do something, nothing could stop him. He possessed a

good mind and an abundance of determination. Unfortunately his asthma condition interfered with his learning to speak clearly as it made him choke up and struggle for breath when trying to talk but in all other phases of his schooling he did excellent work.

"It was typical for Bob to become by far the best welder in the class, becoming superior to his hearing classmates when he decided to learn that trade after he was graduated from our city school for the deaf.

"Naturally those of us who were his former teachers are proud of Bob because of his personality and outstanding achievements."

Last summer residents of Logan, Utah, saw a pretty, long-haired girl riding a bicycle along the road through Logan Canyon with a dog running after her, or caught a glimpse of 21-year-old Susan Stokes jogging around their neighborhood. Well, Susan was training with enthusiasm for participation in the forthcoming Winter Games. Since her skiing career began in Switzerland in 1959, Susan is delighted that it will reach a climax there. She is going because people in Logan successfully raised the needed funds for her.



Bob Holmes of Rosalia and Spokane, Wash., was the first of these 15 selected skiers of the USA Deaf Ski Team to hit the required fund of \$1,200 for his trip to Adelboden, Switzerland, for the World Winter Games for the Deaf, where he will compete in three alpine events—slalom, giant slalom and downhill.



Susan Mozzer of Manchester, Conn., and a sophomore at NTID, applies wax to her skis in preparation for her entry in the 5-kilometer cross-country road race at VII World Winter Games for the Deaf to be held at Adelboden, Switzerland, January 25-30, 1971.



Tour leaders and Registry of Interpreters for the Deaf interpreters attending Herbtours training symposium November 14. Speakers included experts from U.S. Customs, Philippine Airlines, TransGlobe Tours, Senior Tour Conductor Harry Jacobs (far left), Emily Daverin (third from left), Herbtours Staff Interpreter and Owner Herb Schreiber. The symposium was another phase in giving the traveling public "All the Best of Travel," Herbtours slogan. Symposium was first of its kind held in United States.

Although she was born deaf, Miss Stokes graduated from Logan High School after completing preliminary education at Central Institute for the Deaf in St. Louis. She is now a junior at Occidental College in Los Angeles and a member of Zeta Tau Zeta Sorority.

It is natural for Susan to enjoy climbing mountains and hiking from 15 to 20 miles each day with her family during their trip last summer to the primitive area of Sawtooth in Montana as her father, Dr. Allen W. Stokes, is a professor of animal behavior at Utah State University in Logan. Earlier that summer, Susan attended the Ski Racing School at Red Lodge, Montana, where the coaches were great names in the ski world, including Erich Sailor, Anerl Molterer and Pop Gramshammer. She has also worked in the Upward Bound program in USU for the past two summers.

Susan loves Beaver Mountain in Utah where she has been skiing for about 11

years. She is grateful for the instruction in skiing and racing she has received from Kristi Campbell and to Max Johnson, who has helped with and promoted many tournaments and races at Beaver.

Three of those selected skiers for the USA Deaf Ski Team will be from the National Technical Institute for the Deaf. The three are: Susan Mozzer, of Manchester, Conn.; Jarlath Crowe of Northampton, Mass., and Ronnie Borne of Hanover, Mass.

Susan, 19, a sophomore in business administration, is the first woman to be entered in the cross-country event for the United States as well as the first Con-

necticut girl ever named to a USA World Games for the Deaf squad.

The 5-2, 120-pound graduate of the American School for the Deaf at West Hartford has been skiing just three years, but for the past two years has finished first in the Eastern Ski Tournament for the Deaf. Her brother Dick, who is a junior at RIT (and a hearing student) introduced her to the sport although her parents worried about her getting hurt. When they saw how much she enjoyed it, they went along.

Meanwhile, the young Manchester skier was on cloud nine for a while since being named to the USA Deaf Ski Games. She got serious by taking part in money-raising ventures and by jogging several miles daily with Dick. She took odd jobs such as washing cars and bake sales, and earned several hundred dollars. Her mother got permission from the Manchester Chamber of Commerce to get public support through a townwide campaign for funds. The first group to assist was the Manchester Dental Society with a check for \$100 being forwarded to us in behalf of Miss Mozzer. Her father, Dr. Raymond Mozzer, is a practicing Manchester dentist. **And as this was written a total of \$1,494.24 had been raised.**

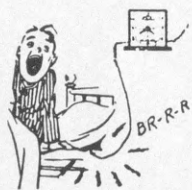
Crowe, 22, a sophomore science major who is entered in the slalom and giant slalom, has been skiing for 15 years. He's seldom seen without a pipe or a green cap on his red head. A Clarke School for the Deaf graduate, Jarlath is a fast and confident skier sure of winning or placing high.

Borne, 22, a second-year student, is going to Adelboden as a substitute but shrugs that off and says that the opportunity to go is something to be proud of. Ronnie, 6-1, was a three-sport star at Hanover South Shore Vo-Tach High School

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where he stood out in soccer, basketball and baseball. In soccer and basketball he was named to Hanover all-star teams. He started skiing about 12 years ago while attending Clarke School for the Deaf. He is studying mechanical drafting at RIT.

"We do feel, however, that the opportunity to ski for the U.S. team and to see something of Europe will be even more educational than the winter term at school. He will simply have to go to summer school to make up for the term missed."

This is what George Hoak Balsley II's mother wrote us. George had a talk with his advisor at Hartwick College, Oneonta, N.Y., who said it would be nearly impossible for him to make up the lost three weeks out of a term of 10 weeks. So George dropped his term beginning December 18 to devote himself to skiing—first the Games, then as an instructor at Haystack, Vt., helping Bruce Gavett, the director, in his program for handicapped skiers. He will make up his lost term in summer school to finish his sophomore work. A Clarke School for the Deaf graduate, George is really looking forward to a great experience in Europe.

While Jarlath Crowe is considered the No. 1 skier on the USA squad, George Balsley is probably the next best. George, 6-1 and 180, was also graduated from Amherst (Mass.) Regional High School. He was born deaf, too.

Globe-traveling Dan Miller of Erwin, Tenn., and New York City leads an exciting and fascinating life. He has traveled around the world and goes to Europe annually to participate in his favored sport, skiing, in the Swiss Alps. Once he was in the European Alps for a 60-day vacation.

Miller, deaf since infancy, is a graduate of the North Carolina School for the Deaf. He is employed by the New York Times as operator of a teletypesetting machine. The Erwinite was able to secure a free

booth at the Ski Fair held at the Coliseum recently so that he and two other selected skiers, the brother and sister Sigota, could sell ski pins there to help raise their funds. They sold all 1,500 pins at \$1.00 each. And the New York Times donated \$250 to help pay Miller's expenses to Adelboden.

Only one selected skier may be dropped from the team due to lack of funds. He is Alan Courtney Gifford of Fairhaven, Mass., a senior at Austine School for the Deaf, Brattleboro, Vt., and 6-3, 180. He is captain of the school's basketball team. Four others, however, are certain of going. They are Tammy Marcinuk of Fitchburg, Mass., now a student at Fitchburg State College; Prudy Ainslie of Minneapolis, Minn., a sophomore at Utah State University attending the program for the deaf there; Barbara Ann Hayes of Seattle, Wash., a student at Roosevelt High School, and Dick Roberts, a type-setting machine operator for the Gloversville (N.Y.) Leader-Herald.

* * *

The Leonard Ottem family of Red Wing, Minn., has been a frequent sight on the Mississippi River since even before the early 50's, when the first good-sized motors came out, when they and their four children—all of whom are grown and now have families of their own—began cruising up and down the Father of Waters, most often with a few children in literal tow.

What distinguishes them from most of the rest of the river rat colony is that their two youngest offspring have gone on to excel at the summer sport of water skiing, accumulating more than 100 trophies in the last eight years.

And Larry Ottem, who now lives in Minneapolis, and his sister Mary, now Mrs. Ronald Springer of Coon Rapids, Minn., who are both in their mid-20s, happen to have been born deaf.

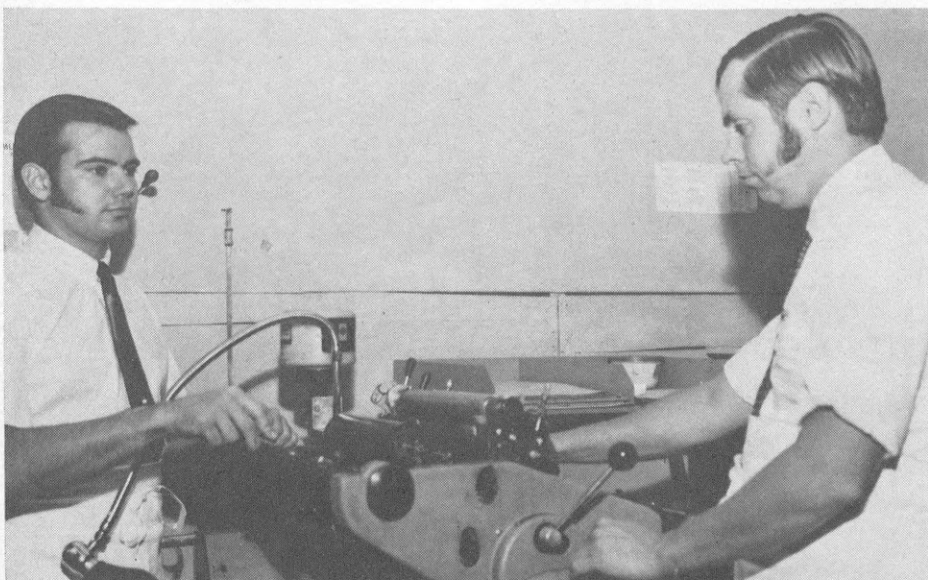
Both Larry and Mary entered the Min-

nesota School for the Deaf at Fairbault at five, but summers saw the family inseparable and on the Mississippi. They camped out often on the beaches, and although the boats kept getting bigger, they always had a runabout for skiing. The days were filled with practice.

The mammoth number of trophies Mary and Larry collected in Minnesota, Iowa and Indiana include Larry's state slalom and novice water skiing champ awards and Mary's slalom and trick championships, which she garnered at both state and aquatennial meets for three years running. Both Larry and Mary still compete in water skiing although Mary, who is expecting her second child, wasn't active last summer. Larry, however, entered the state tourney at Elk River. **In the trick division, where one must perform 25 tricks in 20 seconds with but two chances at it, Larry has managed to gather 3,400 points. The top skier in the country holds a record of 4,100, which indicates Larry's championship prowess.**

Though neither of their spouses water skis, the river spirit continues strong in Mary and Larry. The first thing Larry did after he got back home from his honeymoon was go out and buy a boat and motor. No furniture! We wonder what his in-laws think. Both Mary and Larry also got involved in winter skiing competition. They started snow skiing at Buck Hill about 10 years ago, not too long after they'd gotten pretty good on the water. They caught on real quick. That quickness has also made them snow-ski champs. As a matter of fact, Larry, who is now employed by 3M in Minneapolis, captured first place in the United States Deaf Skiers Association giant slalom and second place in special slalom held at Aspen, Colo., last February. Naturally Larry is one of those selected for the USA Deaf Ski Team, and now he, his sister Mary and their parents are hustling to get the needed funds to send Larry to Adelboden.

The coming Winter Games will mark the second time that the United States has been represented. We certainly have a fine group of skiers going to Adelboden and naturally look forward to seeing how we fare against the Russian deaf skiers. Their hearing counterparts won the Winter Olympics at Innsbruck, Austria, in 1964 with 11 gold medals, 8 silver and 6 bronze, while the United States got only six medals—1 gold, 2 silver and 3 bronze.



MULTILITH OPERATORS AT FORT BELVOIR—Neil Johnson (left) and Don Maynard are employed at Fort Belvoir, Va., and have been praised by the Army officers there for their performance. This is another instance of deaf workers proving themselves at service installations. (U. S. Army photograph)

1970 National Champions???

See Art Kruger's

35TH ANNUAL DEAF PREP FOOTBALL STORY

In the February Issue of the DA

Kansas City Club Of The Deaf Sponsors Touch Football Team

Here's a bit of news from the Midwest's most sports-minded city—Kansas City. Not only does it have the World Champion Chiefs, the up and coming Royals, the Blues, the Spurs Soccer Club and many others. Kansas City also has a nucleus of deaf sportsmen sponsored by the Kansas City Club for the Deaf, Inc. Football, basketball, softball, volleyball—you name it, they have it, enjoyed by all not only the spectators but the spirited participants.

KCCD's most recent venture into the world of sports was with a valiant (and foolhardy?) band of gridiron gladiators (8-man touch type). Inexperience was a factor in their dismal 1-7 record. It cannot be said, however, that they rolled over and played dead for the opposition in the Kansas City Touch Football League. Some battles went all the way to the wire.

KCCD could lay claim to the title of Midwest Deaf Touch Football Champs. They blanked the St. Louis Silents Club, 18-0, at Fulton. Wichita's speedy deaf griders fell before them at Olathe to the tune of 18-6.

The unretouched photo below shows what's left of the team. Back row, left to right: Patrick Gibbs, Marvelous Marvin Randall, Howard (shades of Ben Davidson) Busby, Tom Mills, Ron (the Rock) Scheneman. Middle row: Robert Tshappat, David (the Real) McCoy, Richard (the Lionhearted) Jeffries, Frank (Speedy) Crouch. Front row: David (Coach) Westerman, Charles (General) Marsh, James Holler.

Team members not in the picture (casualties of sprains, bruises and wives' rolling pins): Warren Brown, Jack Cooper, Larry Evans, Dennis Gabel, John Gibb, Jerry Ginn, Donald Gray, Donald Herdt, Bill Lewis and Gary Pollard.—David E. Westerman.



National Theatre Of The Deaf Spring 1971 Tour

Feb. 20, 8:30 p.m., Goodwin Theatre, Austin Arts Center, Trinity College, Hartford, Conn.

Feb. 21, 8:00 p.m., Palmer Auditorium, Connecticut College, New London, Conn.

Feb. 23, 8:30 p.m., Adams Memorial Theatre, Williams College, Williamstown, Mass.

Feb. 26, 8:30 p.m., Feb. 27, 2:00 and 8:30 p.m., Feb. 28, 7:30 p.m., Springold Theater, Brandeis University, Waltham, Mass.

March 2, 8:15 p.m., Alumni Hall, Western Maryland College, Westminster, Md.

March 3, 8:00 p.m., Gallaudet College Auditorium, Gallaudet College, Washington, D.C.

March 4, 8:00 p.m., Memorial Hall, University of North Carolina, Chapel Hill, N.C.

March 5-6, 8:30 p.m., Lake Taylor Senior High School, 1348 Kempsville Road, Norfolk, Va.

March 8-13 (6 evenings and 2 matinees), Cleveland Playhouse, 2040 East 86th Street, Cleveland, Ohio.

Church Directory

Assemblies of God

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5909 South Harvey, Oklahoma City, Okla. 73149

Sunday—9:45 a.m., 11:00 a.m., 7:00 p.m.
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Rev. Elmo Pierce, pastor

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Carol Vetter, Pastor for the Deaf

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Sunday: Sunday School 9:30 a.m.; Morning
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Evening worship 7:00 p.m.

A Full Church Program for the Deaf
Rev. W. E. Davis, Minister

In Riverside California . . .

MAGNOLIA AVENUE BAPTIST CHURCH
8351 Magnolia Avenue
Riverside, California

Sunday School, 9:30 a.m.; Morning Worship,
10:50 a.m.; Training Union, 5:45 p.m.;
Evening Worship, 7:00 p.m.

Wednesday: Midweek Services, 7:00 p.m.
Interpreters for all ages for all church
activities.

Dr. Walter A. Pegg, Minister, 689 5700

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GRACE BAPTIST CHURCH (SBC)
5965 Lorimer St., Dayton, Ohio 45427

Sunday School, 9:45 a.m.; morning worship,
10:45; T.U., 6:30; evening worship, 7:30; Wed.
prayer service, 7:30. Interpreters, Freeda and
Al Vollmer, J. Bowen, F. and G. Ford, Austin
Fugate. A full church program for the deaf.
Rev. Clyde Bowen, minister, 268-4095.

The deaf are welcome to . . .

EL CAMINO BAPTIST CHURCH
2809 El Camino Ave., Sacramento, Calif. 95821

Sunday School, 9:45 a.m.; Worship, 11 a.m.
(K. and J. Heuser, interpreters)
Marshall G. Mines, pastor

**TEMPLE BAPTIST BIBLE CLASS
FOR THE DEAF**

3008 W. Cortland Ave., Chicago, Ill.

Sunday services: 9:45-10:45, 11:00-12:00
Wednesday—7:30 p.m.

Socials on fourth Saturday of the month
Mrs. Alma Ulrich, teacher

National Congress of Jewish Deaf

Alexander Fleischman, President
9102 Edmonston Court, Greenbelt, Md. 20770

Ben Estrin, Secretary-Treasurer
2305 Georglan Way, Wheaton, Md. 20902

* * *

Information re: local activities, write to
BOSTON H.A.D., c/o Mrs. Frieda Lofchie
36 Byron Rd., Chestnut Hill, Mass. 02167

BROOKLYN H.S.D., c/o Barry Rothman
35-45 79th St., Jackson Heights, N.Y. 11372

CHICAGO H.A.D., c/o Mrs. Diane Spanjer
7801 E. Praine Road, Skokie, Illinois 60076

CLEVELAND H.A.D., c/o Mrs. Elaine Katz
2779 Pease Dr., Rocky River, Ohio 44116

HILLEL CLUB OF GALLAUDET COLLEGE
Washington, D. C. 20002

LOS ANGELES H.A.D.,
c/o Mrs. Elaine Fromberg
1029 N. Haworth Ave., Los Angeles, Calif.
90046

BALTIMORE J.D.S.,
c/o Mrs. Betsy Blumenthal
5709 Greenspring Ave., Baltimore, Md.
21209

NEW YORK H.A.D., c/o Curtis Robbins
2100 Linwood Ave., Fort Lee, N.J. 07024

PHILADELPHIA H.A.D.,
c/o Mrs. Leonard Vogel
2653 Tremont St., Philadelphia, Pa. 19152

TEMPLE BETH OR OF THE DEAF (N.Y.),
c/o Mrs. Edythe Sheinbaum
1765 E. 36th St., Brooklyn, N.Y. 11234

TEMPLE BETH SOLOMON OF THE DEAF,
c/o Mrs. Gloria Webster
15947 Vanowen St., Van Nuys, Calif. 91404

WHEN IN NEW ORLEANS VISIT THE HISTORIC French Quarter and First Baptist Church, 4301 St. Charles Ave., New Orleans, La. Services: Sunday-9:15 a.m., 10:30 a.m., 5:45 p.m., 7:00 p.m., Wednesday 7:15 p.m. Dactylology Classes: Sun., 5:45 p.m., Wed. 6:00 p.m., A Complete Gym: Mon., Wed., Fri. 3:00-5:00 p.m., Saturday 9:00-12:00 a.m. and 6:30-10:30 p.m. Captioned Films for the Deaf: Saturday 8:00 p.m., Rev. H. L. Barnett, Pastor to Deaf; Mr. R. E. Parrish, Asst.

When in Washington, D.C., worship at . . .
THE BAPTIST CHURCH OF THE DEAF
8th & H Streets, N.W., Washington, D.C. 20001
Sunday School, 9:30 a.m. Worship, 10 a.m.
Francis C. Higgins, leader, 937-2507.

Church of the Brethren

ROANOKE DEAF BRETHREN
CENTRAL CHURCH OF THE BRETHREN
416 Church Avenue S.W., Roanoke, Virginia
Services: 11:00 a.m. every Sunday.
Prayer Meetings: As announced.
All are welcome regardless of faith.

Catholic

For information regarding Catholic services in Brooklyn and Queens area of New York City and information for the International Catholic Deaf Association, write Rev. Thomas F. Cribbin, 118 Prospect Park West, Brooklyn, New York 11215 or phone Area code 212-768-9756.

Church of Christ

WESTERN HEIGHTS CHURCH OF CHRIST
1912 N. Winnetka
Dallas, Texas 75208
Sunday-9:45 a.m.
Ralph D. Churchill, 941-4660

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Tel. 534-8678

Open every Sunday at 11 a.m.
All Souls Guild meetings second Friday
night, 7:30 p.m.
All Souls Guild socials fourth Friday
night, 7:30 p.m.
Rev. Edward Gray

The oldest church for the deaf
in the United States

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426 West End Ave. near 80th St.
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Mail Address: 251 W. 80th St.
New York, N. Y. 10024

Lutheran

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FOR THE DEAF

2901 38th Avenue South,
Minneapolis, Minnesota 55406
Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

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5101 16th St. N.W.
WASHINGTON, D.C. 20011
Sunday worship—10:00 a.m.
Daniel H. Pokorny, BD, MSW, pastor
Ph. 322-2187

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WORSHIP, SUNDAY, 11 a.m.
Open Wed. Night, 7:30 p.m.
Walter L. Busby, pastor
Church 688-0312; Home 949-9712
"South Florida's only deaf congregation"

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OF THE DEAF

360 Morse Road, Columbus, Ohio
Services 10:45 a.m. every Sunday
The Rev. William A. Ludwig
792 Kevin Dr., Columbus, Ohio 43224

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31 West Beacon St., West Hartford, Conn.
Earl J. Thaler, pastor
Rae deRose, parish worker
Worship every Sunday—9:30 a.m.
Bible class every Wednesday—7:30 p.m.

MEMORIAL LUTHERAN CHAPEL
FOR THE DEAF

10th and Grove Streets, Oakland, Calif.
Sunday School: 9:00 a.m.
Worship Service: 10:00 a.m.
Bible Class: 11:15 a.m.
Clark R. Bailey, Pastor, 632-0845

PRINCE OF PEACE LUTHERAN CHURCH
FOR THE DEAF

205 N. Otis, St. Paul, Minn.
Services every Sunday at 10:30 a.m.
August L. Hauptman, pastor
Phone 644-9804 or 721-3239

OUR SAVIOR EVANGELICAL LUTHERAN
CHURCH OF THE DEAF

6861 Nevada Ave., Detroit, Mich. 48234
Church service every Sunday at 10:00 a.m.
The Rev. Norbert E. Borchardt, pastor
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Worship this Sunday at

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Pastor Charles E. Jones, 227-2264

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Los Angeles 90006
Le Roy Mason, pastor
Church service every Sunday at 11:00 a.m.
Bible class every Sunday at 10:00 a.m.
Sponsor of Pilgrim Senior Citizen
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Pilgrim Tower: Chaplain Rev. A. T. Jonas

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Rev. C. Roland "G" Gerhold, pastor
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409 Swissvale Ave., Pittsburgh, Pa. 15221
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Bible Class, 10 a.m. — Sunday Service, 11 a.m.
Rev. George C. Ring, pastor

Other Denominations

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Founded 1950 by Roberta Groves

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John M. Tubergen, leader
P. O. Box 683, Elmhurst, Ill. 60126

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3520 John Street (Between Texas and
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Pastor, John W. Stallings, Jr.
Sunday School, 9:30 a.m.
Worship Service, 10:30 a.m.
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Services each Sunday at 9:30, 10:45 a.m.
and 7:30 p.m. Bible study each Tuesday
evening, 2710 N. Rockton.
Rev. Lloyd Couch, pastor

NATIVITY CHURCH FOR THE DEAF

Front & Montgomery Streets
Trenton, N. J. 08610
Worship service every Sunday, 11:00 a.m.
Sunday School and Bible Class for Deaf,
9:30 a.m.
Rev. Wm. C. Alello, Pastor
Service signed and spoken — Come as
a family.

Deaf Masons

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Stated Communication on 2nd Saturday
of each month, 7 p.m.

William L. Brightwell, Jr., Secretary
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Stated Communication on 3rd Friday
of each month, 8 p.m.

JOSEPH C. LACEY, Jr., Secretary
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M&M DAVID O BURTON
5008 PADUCAH RD
COLLEGE PARK MD 20740

GAM

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Free to All—All Welcome

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evenings

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Open daily till closing
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Harold Weingold, secretary

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P.O. Box 302
Olathe, Kansas 66061
Miss Mary Ross, secretary

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3100 East Roosevelt, Phoenix, Ariz.
2nd and 4th Saturday of each month
Address all mail to:

Dorothy Gornall
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Scottsdale, Ariz. 85257

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Open Fri. night, Sat. afternoon &
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Everyone heartily welcome—

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Open noon to midnight
Thurs., Fri., Sat., Sun., holidays

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